

SELF STUDY REPORT

For

Accreditation

Submitted to

National Assessment & Accreditation Council

Bangalore

Contents

PART-I : Institutional Data		Page Nos.
A. Profile of the Institute		
B. Criterion-wise inputs		
1.	Criterion I : Curricular Aspects.	
2.	Criterion II : Teaching - Learning and Evaluation.	
3.	Criterion III : Research, Consultancy and Extension.	
4.	Criterion IV : Infrastructure and Learning resources.	
5.	Criterion V : Student support and progression.	
6.	Criterion VI : Governance and Leadership.	
7.	Criterion VII : Innovative Practices	
C. Profile of the Departments		
PART-II : The Evaluative Report		
A. Executive Summary		
B. Criterion - wise Evaluative Report		
1.	Criterion I : Curricular Aspects	
2.	Criterion II : Teaching - Learning and Evaluation.	
3.	Criterion III : Research, Consultancy and Extension.	
4.	Criterion IV : Infrastructure and Learning Resources	
5.	Criterion V : Student support and progression	
6.	Criterion VI : Governance and Leadership	
7.	Criterion VII : Innovative Practices	
C. Declaration by the Head of the Institution		
Annexures		

List of Annexures

Annexure I: Details of affiliation & recognition of courses.

Annexure II: Profile of the Institution-Brochure, Syllabus and Academic Calendar.

Annexure III: List of faculty. (Dept. wise)

Annexure IV: Sample format of student feedback on Teachers.

Annexure V: Sample format of teacher appraisal report.

Annexure VI: List of Alumnus.

Annexure VII: Copy of the Budget & Audit Report of last two years 2009-10 & 2010-11.

Annexure VIII: Details of Committees of the Institution.

Annexure IX: Profile of the Board of Management and Trust Deed.

Annexure X: Building plan, showing existing and proposed area.

PART I: INSTITUTIONAL DATA

A) Profile of the Institute

1. Name and address of the Institute:

Name: Lingaya's Lalita Devi Institute of Management & Sciences (Affiliated to GGSIP University & Approved by Govt. of NCT Delhi)		
Address: Mandi Road, Mandi, New Delhi- 110047		
City: New Delhi	District: Delhi	State: Delhi
Pin code: 110047		
Website: www.ildims.org.in		

2. For communication:

Office

Name	Area/ STD code	Tel. No.	Fax No.	E-mail
Director : Prof. A. N. Srivastava	011	26651112- 3	266510 50	director.ildims@gmail.co m
Vice Director	-	-	-	-
Steering Committee Coordinator Dr. Dharmender Singh	011	26651112- 3	266510 50	dharmendra188@gmail.co m

Residence

Name	Area/STD code	Tel. No.	Mobile No.
Director Prof. A.N. Srivastava	011	25072771	9810124587
Vice Director	-	-	-
Steering Committee Coordinator Dr. Dharmender Singh			9971295503

3. Type of Institution:

a. By management

i. Affiliated Institute

ii. Constituent Institute

b. By funding

i. Government

ii. Grant-in-aid

iii. Self-financed

iv. Any other -
(Specify the type)

c. By Gender

i. For Men

ii. For Women

iii. Co-education

4. Is it a recognized minority institution?

Yes

No

If yes specify the minority status (Religious/linguistic/any other)

5. a) Date of establishment of the Institute:

Date	Month	Year
29	07	2005

b) University to which the Institute is affiliated

(If it is an affiliated Institute)

Guru Gobind Singh Indraprastha
University, Delhi

or which governs the Institute (If it is an constituent Institute)

6. Date of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	(NA)*	Institute is affiliated to Guru Gobind Singh Indraprastha University, which comes under Sec 2F & as 12 B
ii. 12 (B)	(NA)*	

7. Does the University Act provide for autonomy of Affiliated/Constituent

Institutes:

Yes No

If yes, has the Institute applied for autonomy?

Yes No

8. Campus area in acres/sq.mt

9. Location of the Institute: (based on Govt. of India census)

Urban

Semi-urban

Rural

Tribal

Hilly area

Any other (specify)

S. No.	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned Student Strength	Number of students admitted
i)	Under-graduate	a) BBA b) BJMC c) B.Ed	3 Years 3 Years 1 Year	12 th 12 th Graduation	English English English	120 120 100	114 53 99
ii)	Post-graduate	-	-	-	-	-	-
iii)	M.Phil	-	-	-	-	-	-
iv)	Ph. D.	-	-	-	-	-	-
v)	Certificate course	-	-	-	-	-	-
vi)	UG Diploma	-	-	-	-	-	-
vii)	PG Diploma	-	-	-	-	-	-

viii)	Any Other (specify)	-	-	-	-	-	-
-------	---------------------	---	---	---	---	---	---

10. Details of programmes offered by the institution: (Give last year's data)

11. List the departments:

Science
Departments: (For e.g. Chemistry, Botany, Physics ...) -
Arts (Language and Social sciences included) -
Departments: -
Commerce
Departments: -
Any Other (Specify)
Department of Business Administration (BBA)
Department Journalism & Mass Communication BJ(MC)
Department of Education (B.Ed.)

12. Unit Cost of Education

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

(a) Including the salary component = ` 50188/-

(b) Excluding the salary component = ` 23450/-

B) Criterion-wise Inputs

Criterion I: Curricular Aspects

1. Does the Institute have a stated Vision?

Yes		No	
-----	--	----	--

Mission?

Yes		No	
-----	--	----	--

Objectives?

Yes		No	
-----	--	----	--

2. Does the Institute offer self-financed Programmes?

Yes No

If yes, how many?

-

Fee charged for each programme (include Certificate, Diploma, Add-on courses etc.)

Sl.No.	Programme	Fee charged in `
1.	-	-
2.	-	-
3.	-	-
4.	-	-

3. Number of Programmes offered under

a. annual system

01

b. semester system

02

c. trimester system

Nil

4. Programmes with

a. choice based credit system

Yes		No	✓	Number	
-----	--	----	---	--------	--

b. Inter/multidisciplinary approach

Yes		No	✓	Number	
-----	--	----	---	--------	--

c. Any other, specify

Yes		No	✓	Number	
-----	--	----	---	--------	--

5. Are there Programmes where assessment of teachers by students is practiced?

Yes	✓	No		Number	03
-----	---	----	--	--------	----

6. Are there Programmes taught only by visiting faculty?

Yes		No	✓	Number	
-----	--	----	---	--------	--

7. New programmes introduced during the last five years

UG
PG
Others (specify)

Yes		No	✓	Number	
Yes		No	✓	Number	
Yes		No	✓	Number	

8. How long does it take for the institution to introduce a new programme within the existing system?

3 Months					
----------	--	--	--	--	--

9. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	✓	No	
-----	---	----	--

10. Was there major syllabus revision during the last five years? If yes, indicate the number.

Yes	✓	No		Number	
-----	---	----	--	--------	--

✘ **Whole Syllabus of BBA and BJMC in year 2009.**

11. Is there a provision for Project work etc. in the programme? If yes, indicate the number.

Yes	✓	No		Number	
-----	---	----	--	--------	--

□ **All the student of BBA & BJMC) have to make project which is the mandatory requirement of course**

12. Is there any mechanism to obtain feedback on curricular aspects from

a. Academic Peers?

Yes	✓	No	
-----	---	----	--

b. Alumni?

Yes	✓	No	
-----	---	----	--

c. Students?

Yes	✓	No	
-----	---	----	--

d. Employers?

Yes	✓	No	
-----	---	----	--

e. Any other? Parents

Yes	✓	No	
-----	---	----	--

* New programme can be introduced immediately after receipt of requisite permission from authorities. The Institute has sufficient spare infrastructure facilities available.

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission to various courses?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through interview
- d) Entrance test and interview
- e) Merit at the previous qualifying examination
- f) Any other (specify)

(If more than one method is followed, kindly specify the weightages)

2. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic year

Programmes (UG and PG)	Open category		SC/ST category		Any other (specify) 0.136		
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)	
U.G.		50%		50%		50%	
P.G.							
3.	Number of working days during the last academic year					<input type="text" value="182"/>	

4. Number of teaching days during the last academic year

5. Number of positions sanctioned and filled

Sanctioned/Filled

Teaching

Non-teaching

Technical

36	36
34	34
02	02

6. a. Number of regular and permanent teachers (gender-wise)

Professors

Readers

Sr. Grade lecturers

Lecturers

M	02	F	01
M	05	F	03
M	01	F	00
M	11	F	13

b. Number of temporary teachers (gender-wise)

Lecturers – Full-time

M	-	F	-
---	---	---	---

Lecturers – Part-time

M	1	F	1
---	---	---	---

Lecturers (Management appointees) - Full time

M	-	F	-
---	---	---	---

Lecturers (Management appointees) - Part time

M	-	F	-
---	---	---	---

Any other

M			
---	--	--	--

Total

M			
---	--	--	--

c. Number of teachers

From the same State

From other States

08
28

* M – Male F – Female

7. a. **Number of qualified/permanent teachers and their percentage to the total number of faculty** Number %

32/36	89
-------	----
- b. **Teacher: student ratio** 18/832

1:20

- c. **Number of teachers with Ph.D. as the highest qualification and their percentage to the total faculty strength**

05	14%
----	-----
- d. **Number of teachers with M. Phil as the highest qualification and their percentage to the total faculty strength**

12	36%
----	-----
- e. **Percentage of the teachers who have completed UGC✓, NET✓ and SLET exams**

8%

- f. **Percentage of the faculty who have served as resource persons in Workshop/Seminars/Conferences during the last five years**

0.27%

- g. **Number of faculty development programmes availed by teachers (last five years)** 1 2 3 4 5

UGC/FIP programme	1	2	3	4	5
Refresher:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orientation:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- h. **Number of faculty development programmes organized by the Institute during the last five years**

Seminars/workshops/symposia on curricular development, teaching- learning, assessment, etc.	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Research management

-	-	-	-	-
---	---	---	---	---

Invited/endowment lectures

4	4	4	4	4
---	---	---	---	---

Any other (specify)

8. **Number and percentage of the courses where predominantly the lecture method is practiced**

Number	%
2	100%

9. **Does the Institute have the tutor-ward system?** Yes No
If yes, how many students are under the care of a teacher?

20

10. **Are remedial programmes offered?**

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	<input type="checkbox"/>
-----	--------------------------	----	-------------------------------------	--------	--------------------------

11. **Are bridge courses offered?**

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	44
-----	-------------------------------------	----	--------------------------	--------	----

12. **Are there Courses with ICT-enabled teaching-learning processes?**

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	02
-----	-------------------------------------	----	--------------------------	--------	----

13. **Is there a mechanism for:**

a. **Self appraisal of faculty?** Yes No

b. **Student assessment of faculty performance?** Yes No

c. **Expert/Peer assessment of faculty performance?** Yes No

14. Do the faculty members perform additional administrative work? If yes, the average number of hours spent by the faculty per week

Yes No

6 hours

Criterion III: Research, Consultancy and Extension

1. How many teaching faculty are actively involved in research? (Guiding student research, managing research projects etc.)

Number % of total

36	100%
----	------

2. Research collaborations

a) National

Yes No

If yes, how many?

b) International

Yes No

If yes, how many?

3. Is the faculty involved in consultancy work?

Yes No

If yes, consultancy earnings/ year (average of last two years may be given)

--

4. a. Do the teachers have ongoing/completed research projects?

Yes No

If yes, how many? On going
Completed

-
-

b. Provide the following details about the ongoing research projects

	Yes	No		Number	Agency	Amt.
Major projects			<input checked="" type="checkbox"/>			
Minor projects			<input checked="" type="checkbox"/>			
Institute Projects			<input checked="" type="checkbox"/>		Amount	

Industry sponsored	Yes	No	✓	Number	Industry	Amt.
Any other (specify)			✓			
No. of student research projects	Yes	No	✓	Number	Amount sanctioned by the Institute	

5. Research publications:

International journals	Yes	✓	No	Number	09
National journals – refereed papers	Yes	✓	No	Number	48
Institute journal	Yes	✓	No	Number	16
Books	Yes	✓	No	Number	21
Abstracts	Yes	✓	No	Number	22
Any other (specify)	Yes		No	✓	Number -
Awards, recognition, patents etc. if any (specify)					

6. Has the faculty

a) Participated in Conferences? Yes No Number 171

b) Presented research papers in Conferences? Yes No Number 59

7. Number of extension activities organized in collaboration with other agencies/NGOs (such as Rotary/Lions Club) (average of last two years)

02

8. Number of regular extension programmes organized by NSS and NCC (average of last two years)

NSS	NCC
N/A	N/A

9. Number of NCC Cadets/units

M	-	F	-	Units	-
---	---	---	---	-------	---

10. Number of NSS Volunteers/units

M	-	F	-	Units	-
---	---	---	---	-------	---

Criterion IV: Infrastructure and Learning Resources

1. (a) Campus area in acres 0.91

(b) Built up area in Sq. Meters 8223.51 sqm

(*1 sq.ft. = 0.093 sq.mt)

2. Working hours of the Library

(a) On working days 8 hours

(b) On holidays Nil

(c) On Examination days 8 hours

3. Average number of faculty visiting the library/day
(average for the last two years) 07

4. Average number of students visiting the library/day
(average for the last two years) 150

5. Number of journals subscribed to the institution 70

6. Does the library have the open access system?

Yes	✓	No	
-----	---	----	--

7. Total collection (Number)

Titles	Volumes

a. Books

6408	15,319
------	--------

b. Textbooks

6327	15,192
------	--------

c. Reference books

81	127
----	-----

d. Magazines

25	27
----	----

e. Current journals

Indian journals

57

Foreign journals

09

f. Peer- reviewed journals

04

g. Back volumes of journals

06

h. E-resources

CDs/DVDs	122
Databases	-
Online journals	07
Audio- Visual resources	-

i. Special collections (numbers)

	Yes	No.	Number
Repository (World Bank, OECD, UNESCO etc.)	√		150
Interlibrary borrowing facility	√		01
Materials acquired under special schemes (UGC, DST etc.)		√	
Materials for Competitive examinations including Employment news, Yojana etc.	√		04
Book Bank	√		
Braille materials		√	
Manuscripts		√	
Any other (specify)		√	

8. Number of books/journals/periodicals added during the last two years and their total cost

	2009-10		2010-11	
	Number	Total Cost ()	Number	Total Cost ()
Text Books	335	11,613	162	29,789
Reference Books	12	1,315	48	27,596
Other Books	24	3,868	1212	78,550
Journals/Periodicals	83	5,472	76	66,917

9. Mention the

Total carpet area of the Central Library (in sq. ft)	224 Sq. Ft
Number of departmental libraries	Central Library
Average carpet area of the departmental libraries	No
Seating capacity of the Central Library (Reading room)	125

10. Status of Automation of the Library
 not initiated
 fully automated
 partially automated
11. Percentage of library budget in relation to the total budget
12. Services/facilities available in the library (If yes, tick in the box)
- | | |
|---------------------------------------|-------------------------------------|
| Circulation | <input checked="" type="checkbox"/> |
| Clipping | <input checked="" type="checkbox"/> |
| Bibliographic compilation | <input checked="" type="checkbox"/> |
| Reference | <input checked="" type="checkbox"/> |
| Reprography | <input checked="" type="checkbox"/> |
| Computer and Printing | <input checked="" type="checkbox"/> |
| Internet | <input checked="" type="checkbox"/> |
| Inter-library loan | <input checked="" type="checkbox"/> |
| Power back up | <input checked="" type="checkbox"/> |
| Information display and notification | <input checked="" type="checkbox"/> |
| User orientation/information literacy | <input checked="" type="checkbox"/> |
| Any other (specify) | <input type="checkbox"/> |
13. Average number of books issued/returned per day
14. Ratio of library books to the number of students enrolled

15. Computer Facilities

Number of computers in the Institute

Number of Departments with computer facilities

165
03

Central computer facility (Number of terminals)

08

Budget allocated for purchase of computers during the last academic year

14,50,000/-

Amount spent on maintenance and upgrading of computer facilities during the last academic year

49,940/-

Dial
up
Board
and
d
✓

Others (Specify)

Internet Facility, Connectivity

Number of nodes/computers with Internet facility

165

16. Is there a Workshop/Instrumentation Centre?

Yes	No	Available from the year
	✓	

17. Is there a Health Centre?

Yes		No		Available from the year	
✓					

18. Is there Residential accommodation for

Faculty?

Yes		No	✓
-----	--	----	---

Non-teaching staff?

Yes		No	✓
-----	--	----	---

19. Are there student Hostels?

Yes	✓	No	
-----	---	----	--

If yes, number of students residing in hostels

Male

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

Female

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

The hostel for the students has been created recently, so till date none of the student is enrolled for the hostel though facility exists.

20. Is there a provision for

a) Sports fields

Yes	✓	No	
-----	---	----	--

b) Gymnasium

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

c) Womens' rest rooms

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

d) Transport

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

e) Canteen/Cafeteria

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

f) Students centre

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

g) Vehicle parking facility

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

Criterion V: Student Support and Progression

1. a Student strength

(Provide information in the following format, for the past two years)

Student Enrolment	UG			PG			M.Phil			Ph.D			Diploma / Certificate			Self-Funded		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Number of students from the same State where the Institute is located	99	44	143	-	-	-												
Number of students from other States	19	05	24	-	-	-												
Number of NRI students	00	00	00	-	-	-												
Number of foreign students	00	00	00															

M – Men, F- Female, T-Total

b. Dropout rate in UG and PG (average for the last two batches)

UG (2009 -2010)

Number	%
08	4.59
12	7.18

2. Financial support for students: (last Year)

Number	Amount
--------	--------

Endowments:

-	-
---	---

Freeships:

-	-
---	---

(Government)	Scholarship	✓	-
(Institution)	Scholarship	✓	-
		✓	-
	Number of loan	✓	-

facilities:

Any other

financial support

(Specify)

- Government scholarship is given by GGSIP University to the deserving candidates
- @ `3000 /- to all the toppers every year
- * Entire fee is waived off if a student loses his/her earning parent
- * Entire fee paid is refunded if the student dies during the duration of the course

3. Does the Institute obtain feedback from students on their campus experience? Yes No

4. Major cultural events (data for last year)

Events	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓		✓		04
Inter-University		✓		✓		08
National	-					
Any other (specify)	-					

5. Examination Results (data of past five years)

Results	UG (BBA)					UG (BJMC)					M. Phil				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pass Percentage	94.9	54.5				95.6	94.9	98.9	94.9	54.5	-	-	-	-	-
Number of first classes	45	56				73.9	84.7	72	45	56	-	-	-	-	-

Number of distinctions 02 02 21.7 1.7 2 02 02 - - - - -

Ranks (if any) - - - - - - - - - - - - - - -

(* Add more columns if not adequate)

6. Number of overseas programmes on campus and income earned: Nil

Number	Amount	Agency
-	-	-

7. Number of students who have passed the following examinations during the last five years

NET					
SLET	-	-	-	-	-
CAT	-	-	-	-	-
TOEFL	-	-	-	-	-
GRE	-	-	-	-	-
GMAT	-	-	-	-	-
Civil services (IAS/IPS/IFS)	-	-	-	-	-
Defence Entrance	-	-	-	-	-
Other services	-	-	-	-	-
Any other (specify)	-	-	-	-	-

Note: Although our students have been appearing in the various above listed examinations but the record of such details have not been maintained.

8. Is there a Student Counselling Centre?

Yes		No	✓
-----	--	----	---

9. Is there a Grievance Redressal Cell?

Yes		No	✓
-----	--	----	---

10. Does the Institute have an Alumni Association?

Yes	✓	No		Formed in the year	2010
-----	---	----	--	--------------------	------

11. Does the Institute have a Parent-teachers Association?

Yes	<input checked="" type="checkbox"/>	No		Formed in the year	2005

Criterion VI: Governance and Leadership

1.

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Has the institution appointed a permanent Director?

If Yes,
denote the qualifications

<input checked="" type="checkbox"/>

MA (Public Administration), MA (English), M.Sc. (Defense Studies) 36 years
Administrative experience in Govt. of India, ministry of Defence Profile Placed
at Annexure

If No,
for how long has the position been vacant?

-

2. Number of professional development programmes held for the
Non-teaching staff (last two years)

Nil	<input type="checkbox"/>
-----	--------------------------

3. Financial resources of the Institute (approximate amount) – Last year's data

Grant-in-aid

-

Fee from aided courses

-

Donation

-

Fee from Self-funded courses

-

Any other (specify)*

<input checked="" type="checkbox"/>

*Institute is affiliated to GGSIP University, The fee charged by the Institute is as per the fee decided by the University and fee regulatory committee, department of higher education, Government of NCT, Delhi

4. Statement of Expenditure (for last two years)
(Enclosed – Annexure VII)

5. **Dates of meetings of Academic and Administrative Bodies during the last two years**

Governing Body

Internal Admn. Bodies (mention only three most important bodies)

a) Central coordination committee

b) Academic affairs committee

Proctorial Committee

Any other (specify)

Last year	Year before last
11/04/2011	16/02/2010
Every Month	Every Month
Every Month	Every Month
As and when required	As and when required

6.	Are there Welfare Schemes for the academic community?		
	Loans:	Yes	No <input checked="" type="checkbox"/>
	Medical allowance	Yes	No <input checked="" type="checkbox"/>
	Any other (specify)	Yes <input checked="" type="checkbox"/>	No

	<p>I. Subsidy for purchase of laptops/computers,</p> <p>II. LIC schemes</p> <p>a) LIC of India's group gratuity cash accumulative scheme</p> <p>b) LIC of India's of EDLI scheme & EGI scheme</p> <p>c) LIC of India's group superannuation cash accumulation schemes in conjunction with group insurance</p> <p>d) LIC of India's group saving linked insurance scheme</p> <p>III.EPF</p> <p>IV. ESI</p>									
7.	Are there ICT supported/Computerised units/processes/activities for the following?									
	<p>a) Administrative section/Office</p> <p>b) Finance Unit</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Yes</td> <td style="width: 25%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 25%; text-align: center;">No</td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">No</td> <td></td> </tr> </table>	Yes	<input checked="" type="checkbox"/>	No		Yes	<input checked="" type="checkbox"/>	No	
Yes	<input checked="" type="checkbox"/>	No								
Yes	<input checked="" type="checkbox"/>	No								

c) Student Admissions

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

d) Placements

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

e) Aptitude Testing

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

f) Examinations

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

g) Student Records

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Criterion VII: Innovative Practices

1. Has the institution established Internal Quality Assurance Mechanisms?

Yes	✓	No	
Yes	✓	No	

2. Do students participate in the Quality Enhancement initiatives of the Institution?

0.8
4

-

3. What is the percentage of the following student categories in the institution?

a. SC

18.
75

b. ST

-

c. OBC

-

d. Women

-

e. Differently-abled

-

f. Rural

-

h. Tribal

i. Any other (specify)

4. What is the percentage of the following category of staff?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-		01	
b	ST	-		-	
c	OBC	-		03	
d	Women	18	50	05	
e	Physically-challenged				
f	General Category	18	50	17	
g	Any other (specify)				

5. What is the percentage incremental academic growth of the following category of students for the last two batches?

	Category	At admission		On completion of the course	
		Batch I	Batch II	Batch I	Batch II
a	SC	2.5%	0.84%	-	-
b	ST	-	-	-	-
c	OBC	1.67	1.67	-	-
d	Women	26.25	18.75	-	-
e	Physical Challenged	-	-	-	-
f	General Category	67.08	59.58	-	-
g	Any other (Specify)	-	-	-	-

C. Profile of the Departments

Department of BBA :

		Responses
1.	Name of the Department	BBA
2.	Year of Establishment	2006
3.	Number of Teachers sanctioned and present position	18
4.	Number of Administrative Staff	01
5.	Number of Technical Staff	02
6.	Number of Teachers and Students	18/420
7.	Demand Ratio (No. of seats : No. of applications)	120*
8.	Ratio of Teachers to Students	1:20
9.	Number of research scholars who had their master's degree from other institutions	N/A
10.	The year when the curriculum was revised last	2009
11.	Number of students passed NET/SLET etc. (last two years)	N/A
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	100%
13.	University Distinction/Ranks (Last five years)	-----
14.	Publications by faculty (last 5 years)	116
15.	Awards and recognition received by faculty (last five years)	N/A
16.	Faculty who have Attended National and International Seminars (last five years)	230
17.	Number of National and International seminars organized (Last five years)	02
18.	Number of teachers engaged in consultancy and the revenue generated	N/A
19.	Number of Ongoing projects and its total outlay	N/A
20.	Research projects completed during last two & its total outlay	N/A
21.	Number of inventions and patents	N/A
22.	Number of Ph. D theses guided during the last two years	N/A
23.	Number of Books in the Departmental Library, if any	15253
24.	Number of Journals/Periodicals	86
25.	Number of Computers	165
26.	Annual Budget (Excluding Salary)	As per Annexure VII

* Use separate sheets for each department (If applicable)

C. Profile of the Departments

Department of BJMC :

		Responses
1	Name of the Department	BJMC
1	Year of Establishment	2005
3	Number of Teachers sanctioned and present position	18
4	Number of Administrative Staff	01
5	Number of Technical Staff	01
6	Number of Teachers and Students	18/170
7	Demand Ratio (No. of seats : No. of applications)	120*
8	Ratio of Teachers to Students	1:20
9	Number of research scholars who had their master's degree from other institutions	N/A
10	The year when the curriculum was revised last	2009
11	Number of students passed NET/SLET etc. (last two years)	N/A
12	Success Rate of students (What is the pass percentage as compared to the University average?)	100%
13	University Distinction/Ranks (Last five years)	-----
14	Publications by faculty (last 5 years)	116
15	Awards and recognition received by faculty (last five years)	N/A
16	Faculty who have Attended National and International Seminars (last five years)	230
17	Number of National and International seminars organized (Last five years)	02
18	Number of teachers engaged in consultancy and the revenue generated	N/A
19	Number of Ongoing projects and its total outlay	N/A
20	Research projects completed during last two & its total outlay	N/A
21	Number of inventions and patents	N/A
22	Number of Ph. D theses guided during the last two years	N/A
23	Number of Books in the Departmental Library, if any	15253
24	Number of Journals/Periodicals	86
25	Number of Computers	165
26	Annual Budget (Excluding Salary)	As per Annexure VII

* Use separate sheets for each department (If applicable)

EXECUTIVE SUMMARY

Lingya's Lalita Devi Institute of Management & Sciences was established in the year 2005 under the Gadde Charitable trust with a spacious building and infrastructure located at Mandi Hills, a distance of about 20 km from cannaught place, New Delhi. The Institute is situated in a very ideal and lush green atmosphere away from noise and pollution of the city.

The main objective of the society/trust to set up the Institute at the present location was to cater to the needs of aspiring population to the hinterland of Mandi with a predominantly rural background and at the same time enable those belonging to urban areas to easily familiarize themselves with the rural background and hence conveniently understand the role of community in the development of the society.

This Institute which is affiliated to Guru Gobind Sing Indraprastha University (GGSIPU) is a pioneer institution running three undergraduate programmes namely Bachelors of Business Administration (BBA) Bachelors of Journalism and Mass Communication (BJMC) and Bachelors of Education (B.Ed)

The Institute seeks to foster the intellectual, physical spiritual and emotional development of the students. The staff and students are constantly encouraged to further their academic pursuits & research initiative.

Games, Sports & Physical education are an integral part of the Institute education system. Many versatile student have brought accolades to the Institute by participating in various sports events.

Excellent academic performances & meritorious University results of the students represent the Institute's creed of continuously striving after knowledge & learning. Each year students bring many laurels to the Institute by their participation in co-curricular and extra curricular activities and cultural events etc.

The Institute has highly qualified and experienced faculty & staff, who have demonstrated extraordinary capability in the field of teaching research.

More than 800 students are enrolled in various courses, assisted and supported by 47 capable members of the teaching staff and 33 members of the non teaching staff. The Institute is upheld as the most preferred one in South Delhi and parents feel proud to have their wards study in the Institute.

Keeping the pedagogical tradition in mind, senior members of the Institute staff contribute actively in the making of the subject syllabus being the members of board of studies of the University.

The criterion wise self- analysis report is summarized as under :

1. CURRICULAR ASPECTS :

- At U.G. level Institute imparts professional education in the field of Management (BBA), Journalism (BJMC) and Education (B. Ed).
- Value addition courses such as Personality Development Programmes course is compulsory for all our students.
- The Curriculum designed by Guru Gobind Singh Indraprastha University(GGSIPU) is in such a manner that they are interdisciplinary like Environmental studies and Personality Development Programmes in BBA and BJMC etc. to foster a holistic development of the student.
- Sports, Academic and Career Counseling Cell, Welfare Committee, Grievance Cell etc are additional bodies which keep the students engaged in various creative and socially useful activities to help them develop conviction, confidence and courage for all round growth and development of personality.

- To instill a deep and abiding sense of the social and moral values, different festivals are organized enabling them to work independently as well as in groups.
- Overall, the Institution has always aspired to maintain excellent standards in the field of education & extra curricular activities.

II- **TEACHING- LEARNING AND EVALUATION**

- Students fulfilling the eligibility conditions are admitted based on result of common entrance exam conducted by Guru Gobind Singh Indraprastha University (GGSIPU).
- Even after admission the student's knowledge and skills are periodically assessed through various academic and non academic programmes.
- Teaching is totally learner- centered. Different techniques used are (a) interactive teaching through black board (b) Audio- Visual aids (c) through Lab work & assignment etc.
- Teaching endeavor to take extra care of weak students and provide remedial and advance learning classes by extra help of printed material and correction of notes etc.
- Recruitment of regular faculty is undertaken by constituted committee as per the University norms. The posts are properly advertised in news papers.
- Evaluation done by the teachers is further monitored/checked by Head of Department.
- Teachers organize, conduct and participate actively in regional, state, national, international level seminars, FDP, conference & workshops for their professional enhancement, they also attend refresher and orientation courses which serve as a forum for professional, academicians and research scholars to deliberate upon and expand their views & observations.
- Students are sensitized to global problems and concerns through such programmes as Adult Education, AIDS awareness, Community Development, Health & Hygiene, Population Education, Environmental problems, women- related problems. These are conducted through camps, short programmes and debates. Participation in Community level

programmes also contributes towards developing social awareness among students enabling them to recognize their responsibilities and translate them into action.

- Students are honed in moral & social values and importance is laid on quality of life rather than on material success, thus harmonizing with the pluralistic cultural heritage of our country.
- Since a teacher is always a student, first and foremost, our teachers aspire to update themselves, remain in contact with eminent personalities and various research organizations in their respective subjects in order to be abreast with the current times.

III- RESEARCH- CONSULTANCY & EXTENSION

To promote research culture amongst faculty members, the Institute always supports & encourages its lecturers to take up research work. The Faculty are highly qualified, learned and experienced.

- Teachers are encouraged to undertake research projects through UGC.
- The faculty is free to participate in any such educational programme which may prove beneficial for their students and ultimately for the institution at present or in future.
- To inculcate the nature of help/service the curriculum- extension emphasizes community service. For this purpose, Various clubs are formed by the Institute. All these clubs provide different types of help like pulse Polio, AIDS awareness, feeling of National integration, serving in old age homes etc.

IV- INFRASTRUCTURE AND LEARNING RESOURCES

- The Institute has raised a sound infrastructure over the years to keep pace with academic growth of the institution.
- The Institute has a big Library with a reading room. It is managed by a team of trained library staff. An advisory committee headed by a senior faculty member ensures its efficient functioning. There are 15,303 texts, lending and reference books with about 6393 titles & it subscribes to 27 Indian magazines and 08 news papers. It remains open and accessible to students and staff for 8 hrs. On all working days.
- The Institute has a good number of well furnished classrooms, laboratories.
- Different departments share their resources and equipments for full and optimum utilization of the available space and facilities in the institution.
- The Institute maintains facilities for outdoor games. It has volleyball along with Badminton and Table Tennis facilities. Sports students are encouraged in number of ways to perform their best. Sports day is organized annually.

V- STUDENTS SUPPORT AND PROGRESSION

- The Institute publishes its updated prospectus annually which carries full details about the available courses and other details as prescribed by the University.
- Feed back about the teachers is also taken seriously and if not favorable, proper action is taken. The feedback is taken on a semester basis.
- Medical Aid, separate Boy's and Girl's common room, Boy's and girl's hostel, cafeteria and other facilities are available on the campus.
- The Institute magazine is published regularly displaying the achievements of the students & teachers. The magazine provides opportunities to the students to express their creative

urges and abilities through writing on different aspects of life.

- The main purpose of education is to keep in mind first & foremost the welfare development and shaping of personality of the students. Keeping this in mind, the teacher counselors in Academic and Career Counseling Cell provide guidance and counseling to the students in their academic problems and career planning. In addition, various co-curricular activities are organized by the Institute like festival celebrations. Literary activities like debates, essay writings, story etc.
- The programmes of various curricular and co-curricular activities are prepared by the faculty members. The Institute has constituted various committees for admission, Time Table, Discipline, Academic Calendar, Sanitation, Cultural Activities, debates, Sports, Library and Examination and Academic etc. for the efficient working of the Institute. The Institute functioning is coordinated and monitored by different committees. Students are also part of various committees.
- Alumni of the Institute hold eminent positions in academic and other fields in India. They also provide helpful suggestions related with the problems of the students, introduction of new course etc. as per the needs of the current time & society through Alumni Association of the Institute.
- Our Students participate in various inter Institute competitions and various competitions organized by social invitations.
- The other aspects of students support are –
 - Career Corner Council
 - Grievance redressal procedure.

VI- GOVERNANCE & LEADERSHIP

The Institute functions under the supervision and guidance of Institute managing

committee which consists of educationists and dignitaries. It provides valuable inputs in terms of planning, recruitment and financial management.

- For efficient running of the administrative and academic systems, for decision- making and monitoring, management techniques are used by making different committees like Finance Committee, Construction and Building committee, Purchase Committee etc. comprising of various members.
- There is a student's grievance redressal cell to solve the problems of the students in the campus. Beside this, the grievances, if any of the teaching staff are solved by one to one dialogue with the related person/organization in presence of the discipline committee or in the presence of the Director and/or management, fairly and expeditiously so that the work and environment do not suffer.
- The Institute charges fee as decided by the University and Govt. of NCT, Delhi guidelines. All the finances of the institution are judiciously allocated and effectively utilized to make the programmes & functioning cost effective.
- The accounts of the Institute are periodically audited by a Chartered Accountant.

VII- INNOVATIVE PRACTICES

- The Institute is sensitized to the latest managerial concepts such as planning, decision making and team work. Various committees are formed so that talent, idea and efficiency of all the staff and students can be utilized to earn laurels for the institution.
- Teachers make links with eminent person, research organizations and industries.
- Educational institutions are forceful tools for cultivating and nurturing social and moral values. Students participate in various curricular and co-curricular activities like extensive

lecturers, Festival Celebrations, Games etc. which are organized to suit different tastes, and also to ensure all round development of personality of the students.

- In nut shell a high quality infrastructure, management of great repute and the presence of dedicated and out- standing faculty is just the right amalgam for charting new paths of glory in the field of education and in service of nation. This Institute aims at meeting the emerging needs of future by developing the appropriate strategies in terms of new courses of studies, innovative method of teaching to raise competent and capable students who can face challenges with strengths of purpose and determination to succeed.

SUMMATION

Our Institute was established in the year 2005 with a vision to advance higher education, has now burgeoned into a great institution of learning which is continuously nurtured and fostered by a progressive minded management, dedicated staff and committed students.

The Institute always continues to strive higher in its aims and aspirations, with its foot firmly planted in reality. The AIM of the Institute is to advance dynamically.

PART-II The Evaluative Report

❖ **BBA**

❖ **BJMC**

Criterion I: Curricular Aspects

1.1 State the vision and mission of the institution and how is it communicated to the students, teachers, staff and other stakeholders?

Vision:

The vision and mission of Lingaya's Lalita Devi Institute of Management & Science are:

Vision:

- Emerge as an educational/professional center of excellence for facilities of professional education to students and thus facilitating them for a pivotal role in Nation's programme of industrial development.
- Transform our students into thoroughbred knowledge workers in the contemporary corporate world through an all - round professional development using effective didactic approach.
- Become an Institute with a close social and industrial interface.

Mission:

Lingaya's Lalita Devi Institute of Management & Sciences strives to provide the best educational, professional training to its students. It seeks to develop skills, knowledge and improve the overall personality of the students with respect to education as well as responsibilities towards the society. The Institute is dedicated to improve social and economic standards of the society by working for human welfare through education.

It aims to:

- Inculcate practical knowledge with theoretical background in order to develop a bent of mind which is more professional and conforms to the recent and required skills for the respective profession
- Transform students into knowledge workers who would be trained not only for the field of their choice but at the same time would work for the betterment of society.

- Make a constant effort to develop spiritual and mutual culture that would help for the upliftment of the society.

The vision & Mission of the Institution is communicated to the students, teachers, Staff & other stakeholders through the web Site of the Institute, prospectus also predominately communicated through the orientation programme conducted by the Institute at the beginning of the every academic year.

1.1.2 How the mission statement reflects the Institute distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, Institutes traditional and value orientation?

The Institute is involved in imparting professional education in the field of management, journalism and education with the view to make the students successful in their own discipline. The Institute strives to inculcate practical knowledge with theoretical background in order to develop a bent of mind which is more professional and conforms to the recent and required skills for the respective profession by developing their all round personality through value addition courses, guest lectures through eminent corporate personalities in the relevant fields, conferences, seminars, workshops and event management. The Institute transforms students into knowledge workers who would be trained not only for the field of their choice but at the same time would work for the betterment of society. Institute is making a constant effort to develop spiritual and mutual culture that would help for the upliftment of the society by conducting workshops by Mr. Shiv Khera. The USP of the Institute is discipline and academics with which we do not allow any compromise in fulfillment of our mission and objectives.

1.1.3 How does the curriculum cater to inclusion/integration of information and communication technology in the curriculum for equipping the students to compete in the global employment markets?

The course curriculum is finalized by Guru Gobind Singh Indraprastha University (GGSIPU) in consultation with a core group represented by faculty members/experts from various affiliated Institute/Institutes. The syllabus is finalized keeping in view the contemporary relevance of the subject matter and information and communication technology (ICT) is an important part of syllabus. Apart from this, the Institute facilitates ICT tools to the faculty members to make the transfer of technology for effective learning. This helps the students to compete in global employment markets.

1.1.4. Specify the initiatives and contributions of the institutions in the curriculum design and development process.(need assessment development of information database feedback from faculty, students, alumni employees academic peers and communicating the information and feedback for appropriate inclusion and decision in statutory academic bodies, membership of BOS and by sending agenda items etc.)?

Since the Institute is affiliated to Guru Gobind Singh Indraprastha University (GGSIPU) it follows the curriculum framed by the University GGSIPU is a premier University in India at Delhi. Our faculty members are part of syllabus framing committee of the University and plays an active role in the revision and reframing of syllabus and curriculum of the courses. The University always gives high thrust to our suggestions regarding curriculum designing of Journalism and Mass communication and Management courses. The valuable inputs from the students and alumni on relevance of topics in the curriculum are guiding factors in curriculum development. The faculty gets an opportunity to develop an insight into the needs, demands, problems and challenges of the industry and project it at the syllabus revision forum for appropriate action.

1.1.5 Are the academic programmes in line with the institutions goals and objectives? If yes, give details on how the curricula developed/adopted, addressed the needs of the society and have relevance to the regional/national and global trends and developmental needs?(access to the disadvantages, equity, self development, ecology and environment, value orientation, employment, ICT introduction, global and National demands and so on)?

Yes, the academic programmes as prepared by GGSIP University are in line with the Institution's goals and objectives. The Institute has taken keen interest in the process of designing the course curricula of the University in the field of management as well as journalism and followed the same with a determination to fulfill the needs of the society in all relevant areas as mentioned.

1.2 Academic Flexibility

1.2.1 What are the range of programme option available to learners in terms of degrees, certificate and diploma?

It is reiterated that this Institute is affiliated to GGSIP University and runs the following programmes:

- a) Bachelors of Business Administration (BBA)
- b) Bachelors of Journalism & Mass Communication (BJMC)
- c) Bachelors of Education (B.Ed)

The programmes and course curricula are designed by the University who has committees seeking suggestions from other affiliated Institutes for bringing the changes in the syllabus and programming. There is, thus, limited academic flexibility inherent in the Institute.

1.2.2 Give details on the following provisions with reference to academic flexibility, value addition and course enrichment:

a) Core options b) Elective options c) Add on courses d) Interdisciplinary courses e) Flexibility to the students to move from one discipline to another f) flexibility to pursue the programme with reference to the time frame (flexible time for completion)

The details of the above asked provisions with reference to academic flexibility, value addition and course enrichment are following:

a) Core options

All the subjects of BBA and BJMC are core subjects and there are no optional subjects.

b) Elective Options

There is no elective option.

c) Add on Courses

In order to provide all round development of students the Institute has outsourced Personality Development programs (PDP) for the students. Besides the Institution is giving exposure to students through industrial visits, educational tours and organizing conference, seminars, workshops, guest lectures etc.

d) Interdisciplinary Courses

Guru Gobind Singh Indraprastha University (GGSIPU) has not prescribed any interdisciplinary courses for its affiliated Institute.

e) Flexibility to the students to move from one discipline to another.

There is no provision under GGSIPU rules for the students moving from one course to another.

f) Flexibility to Pursue the Programme with reference to time frame (flexible time for completion)

Our Institute is affiliated to GGSIPU. As per the University norms a students is to complete the full course in n+ 5 years.

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

No, as per the reputation of GGSIPU, the Institute is not advised to run any self financial Programmes.

1.3 Feedback on curriculum

1.3.1 How does the Institute obtain feedback on curriculum from

- a) Students?
- b) Alumni?
- c) Parents?
- d) Employers/industries?
- e) Academic peers?
- d) Community?

The Institution encourages feedback and communication from its various stakeholders in the following manner:

Students: During the academic year the Director and the faculty members constantly have a verbal interaction with student to get feedback about the course contents. An insight into the student's perceptions of the course transmission is secured through the mechanism of written feedback conducted at the end of each semester.

Alumni: During practice teaching and internship the faculty interacts with the Alumni, working in various corporate divisions to seek feedback about teaching, learning and evaluation methodologies and curriculum of the B.B.A and B.J.M.C course. Every year alumni association invites pass out students in orientation programs and seminars/conferences organized by the Institute.

Employers: The faculty interacts with the Directors and management during the course of a semester and a sincere attempt is made to inquire about their views on the above course. During the placement process the Institute's Director and faculty are provided with an excellent ground for discussion with the head of corporate units regarding their perceptions of the B.B.A and B.J.M.C curriculum in relation to the existing demands and requirements of the different school organizations. The placement cell of the Department regularly intimates the students about the various vacant positions in the industries and media houses and even encourages them to attend interviews. **Academic Peers:** Faculty members get an opportunity to have prolific and insightful discussions with their academic peers during orientation and refresher Programs, seminars, workshops, and central assessment project.

Community: Valuable inputs through interactions with resource persons from industries, newspapers, experts.

Other Stakeholders: During the biannual Local Management Committee meetings the Institute Management and the other members of the LMC share their appreciation as well as concerns related to B.B.A and B.J.M.C curriculum.

1.3.2 How is the above feedback analyzed and the outcome/suggestions used for continuous improvements, and communicated to the affiliating University for appropriate inclusion?

The valuable suggestions are obtained from the students, alumni, parents etc which is communicated to the faculty and the Head of the Department. With the help of industry experts and the faculty member a final layout is designed which fulfills the need of the current trends and contemporary issues in the respective fields.

The required changes are then discussed in the meetings of academic affairs. Being a member of the revision committee of syllabus the changes are further discussed in the University and the required changes are incorporated.

1.4 Curriculum update

1.4.1 What is the frequency and the basis for syllabus revision and what are the major revisions made during the last two years?

University has not determined the frequency to revise the curriculum. Major revisions were made for B.J.M.C & B.B.A curriculum in 2009 after carefully studying the recent trends and the current market scenario.

1.4.2 How does the institution ensure that the curriculum bears a thrust on core values adopted by NAAC?

Cultural development is a part of national development. No development can be attained without removing the hurdles in the way to development. Curriculum of B.B.A & B.J.M.C bears a thrust on national development through economic and industrial development & cultivates the professional to contribute to the development through the fourth estate respectively with high sense of value & virtues using every instrument including technology. Curriculum with a harmonious learning environment of the Institute creates the quest of excellence and aims to foster global competencies among the students.

1.4.3 How are the existing courses modified to meet the emerging changing national and global trends?

GGSSIP University with whom this Institute is affiliated to constantly reviews the contents of syllabus of various programmes run by it through interactions and feedback from environment and ensures that the programmes are relevant in the emerging trends in Educational/Industrial arena.

1.4.4 Does the institution use the guidelines of statutory bodies (UGC/AICTE/State Councils of HE and other bodies) for developing and/or restructuring the curricula?

Yes, the institution use the guidelines laid down by the statutory bodies for developing and/or restructuring the curricula.

1.5 Best Practices in Curricular Aspects

1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in the curricular aspects?

Commitment is the secret of achieving quality in Institution firmly. The Institution identifies the needs of individual student during the initial months of the each semester by different process of evaluation like conducting personality development workshop, workshop on self concept, writing essays, conducting talent search Programs etc. Thereafter it decides to tap the ability/aptitude and improve the quality of these student.

The Institute also obtains feedback from prospective employers and industries and transmits the same to the Board of studies. Moreover, our faculties exchange their view with one another and prepare a logical and concrete list of suggestions. Whenever the process of restructuring the curriculum is initiated by the University, they are taken into consideration. Thus, the Institute has tried for quality sustenance and quality enhancement in curricular aspects though directly and indirectly as well.

1.5.2 What best practices in “Curricular Aspects “have been planned implemented by the institution?

The Institution emphasizes on Participative approach. Students do not remain merely recipients of knowledge given by faculty. The quality of education depends upon the quality of the ‘providers’ as well as that of the ‘receivers’.

The Institution firmly believes that there is need for and possibility of providing opportunities to all student to truly participate and learn in one's own way. They should participate not as mere 'recipients' but as learners to evolve curriculum and its transaction modes. The nature and number of learning experiences could emerge according to learner needs. Such a Program would be meaningful and enriched for each student individually. Each would find her own potential and be capable of using it effectively. This intern helps in boosting self confidence and self dependence in their personalities.

The Institute plans and implements various activities like organizing study tours, industrial visits, seminars, conferences, invites eminent personalities to address students, give a platform to students to participate in live television show to directly interact with corporate and professionals in order to widen the horizon of the students.

Criterion II: Teaching – Learning and Evaluation

2.1 Admission Process and Student Profile.

2.1.1 How does the institution ensure wide publicity to the admission process?

- (a). Prospectus**
- (b). Institutional Website**
- (c). Advertisement in Regional/National Newspapers**
- (d). Any other (specify)**

The Institute is affiliated to Guru Gobind Singh Indraprastha University (GGSIPU). The University publishes the admission brochures in which profile of all the Institute/Institutes affiliated with the University are given. The profile, interalia contains information regarding courses of study at a particular Institute, infrastructure, location and all other relevant details. These information are individually displayed by respective Institutes on their web-sites as well. The University issues the advertisement through print and electronic media for wider dissemination amongst the aspiring students likely to join the University/affiliated Institutes.

2.1.2 How are the students selected for admission to the following courses? Give the cut off percentage for admission at the entry level

- (a). General**
- (b). Professional**
- (c). Vocational**

As stated earlier, the Institute is running three professional courses, namely BBA, BJMC and B.Ed courses. Selection procedure for the admission in all the courses are done through Common Entrance Test (CET) and Central Counseling conducted by GGSIP University. The individual Institutes affiliated with the University have, no say in the process of admission till the Candidates are nominated to a particular Institute. The eligibility of candidates appearing in CET are as under:

S.N.	Course	Minimum Eligibility	Rank
1.	Bachelor of Business Administration (BBA)	12 th with 50% marks	Students get admission on the basis of the rank obtained by them in the CET conducted by the affiliating University i.e. GGSIPU
2.	Bachelor of Journalism & Mass Communication (BJMC)	12 th with 50% Marks	Students get admission on the basis of the rank obtained by them in the CET conducted by the affiliating University i.e. GGSIPU
	Bachelor of Education (B.Ed)	Graduation with 50% marks	Students get admission on the basis of the rank obtained by them in the CET conducted by the affiliating University i.e. GGSIPU

2.1.3 How does the Institution ensure transparency in the Admission process?

Admission process is conducted by GGSIP University. It invites applications directly through advertisement and issue of admission prospectus. It conducts common entrance test for various programmes and prepare the merit list for admission of eligible candidates. The central counseling is conducted by the University through which students get admission on the basis of their rank obtained in the CET. The Institute has, therefore, no direct role in the admission process.

2.1.4 How do you promote access to ensure equity?

- (a). Students from disadvantaged community**
- (b). Women**
- (c). Differently-abled**
- (d). Economically-weaker sections**
- (e). Sports personnel**
- (f). Any other (specify)**

The Institute does not adopt any special strategy to access students because the overall admission process is controlled by GGSIP University. The University does the admissions through common entrance test and central counseling. The University however has reserved seats for various categories to ensure equality and access of all the category students. The details of reserved seats are given below:

Adherence to reservation policy in force

S.N.	Category	Seats reserved
1	Delhi General	56%
2	Delhi Schedule Caste	13%
3	Delhi Schedule Tribe	0.83%
4	Delhi Defense	4.17%
5	Delhi Physical Handicapped	2.5%
6	Outside Delhi General	10%
7	Outside Delhi Schedule Caste	1.67%
8	Outside Delhi Schedule Tribe	0.83%
9	Outside Delhi Defense	0.83
10	Outside Delhi Physical Handicapped	-----
11	Management Quota	10%

2.2 Catering to Diverse Needs

2.2.1 Is there a provision for assessing the students' knowledge and skills before the commencement of the programme? If yes, give details on the strategies of the Institution to bridge the knowledge gap of the incoming students for enabling them to cope with the programme to which they are enrolled.

Students are admitted to the Institute through the affiliated University i.e. GGSIP University. The University conducts common entrance test (CET) and through that test try to understand the level of knowledge and skills. This is the only way through which the knowledge and skills of students are tested before the commencement of the programme.

2.2.2 How does the institution identify slow and advanced learners? Give details on the strategies adopted for facilitating slow and advanced learners?

Institute identifies the slow and advanced learners on basis of CET rank and previous achievements of students. Apart from that Institute conducts orientation programme for the same purpose and one to one interaction of faculty with students helps in identifying the learning skills of the students. On basis of above records the class is divided into two sections, faculty gives extra classes to the slow learners and provides extra opportunity to the advance learners in the form of encouraging students for discussions and participation.

2.2.3 Does the institution have a provision for tutorials for the students? If yes, give details.

Yes the Institute has a provision for tutorials for the students, even though it is not prescribed in the syllabus given by the University. For tutorials the class is divided into smaller groups for better interaction, understanding and solving the individual problems of the students.

2.2.4 Is there a provision for mentoring of students or any similar process? If yes, give details.

Yes, Institute has developed a system for mentoring. Every faculty mentors looks after around 20 students and counsel, guides and discuss the specific and personal problems of the students under them.

2.2.5 How does the institution cater to the needs of differently-abled students?

The GGSIP University has reservation of 2.5% for the physically handicapped students and allots them institutes based on their CET rank and preference of a the Institute. Till date, no such student has been allotted to this Institute yet the Institute can gear up to meet their specific requirement as and when the need so arises.

2.3 Teaching -Learning Process

2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)

Since the Institute is affiliated to GGSIP University it strictly follows the academic calendar issued by the University at the beginning of every academic year. The Institute also prepares its own academic calendar in detail on the basis of calendar issued by the University. The faculty members also prepare and submit their Lesson plan in advance. The evaluation blueprint is issued by the University, which is strictly followed by the Institute.

2.3.2 What are the various teaching- learning methods (lecture method, interactive method, project-based learning, computer-assisted learning, experiential learning, seminars and others) used by the teachers? Give details.

The teachers of the Institute have been using many traditional and innovative teaching methods, the details of which are as under:

- a) **Lecture Method:** This is most important and traditional method of teaching which is used by the faculty members. In this faculty explain the concept and provide knowledge to the students with the help of examples.
- b) **Interactive teaching method:** Under this method faculty discuss the problem and interact with the class and try to get the solution of the problem from the students through discussion/interaction.
- c) **Project Method-** The BBA and BJ(MC) courses are professional. It is the requirement of the course to impart professional knowledge to the students through interaction with the industries and outside world. Accordingly a project based paper is included in their syllabus by the affiliating University in which students make a project based on their area of interest and submit it to the Institute for evaluation.

- d) **Computer assisted Learning-** The Institute has installed LCD Projector in almost every class-room. Faculty members have been using LCD projector for teaching the students through which PPT, Video, Audio etc. can be shown to the students to make a better learning environment.
- e) **Seminar/Guest Lectures-** Institute invites eminent speakers from industry and academic world to provide professional industry based knowledge and also the present requirement of the industry which students need to learn and inculcate in their profession behavior.

2.3.3 How learning is made student-centric? What are the institutional strategies, which contribute to acquisition of life skills, knowledge management skills and lifelong learning?

The methodology of teaching in the Institute is student centric as the teaching methods includes interaction, discussion and more and more participation of the students. Institute organizes many cultural events, industrial visits and educational trips in India and overseas. All these events of the Institute are organized, coordinated and effectively managed by the students. With such exposure, the students learn the skills required for organizing the entire event and they can use such skills in their professional career later.

2.3.4 How does the institution ensure that the students have effective learning experiences? (Use of modern teaching aids and tools like computers, audio-visuals multi-media, ICT, CAL, Internet and other information/materials)

The Institute has installed LCD Projectors and TV's in class-room. Faculty members have been using LCD projector and modern teaching aids like e-pen, plasma screens, OHP etc. for teaching the students. Faculty imparts teaching through PPT, Videos, and Audio system etc. to make the teaching interesting and for creating better learning environment. The Institute has a Wi-Fi campus through which every teacher and student can access internet, as and when required. Even the daily attendance of students is done online using "The Institute Excel" software programme.

2.3.5 How do the students and faculty keep pace with the recent developments in the various subjects?

The students and faculty are encouraged to participate in conferences, seminars, workshops and exposed to guest speakers. This external input keeps them abreast with the recent developments in the concerned subject and need of the environment. This exposure makes the students mentally prepared for meeting future challenges of outside world once they graduate from the Institute. Additionally the Institute library procures national and international journals, magazines in order of repute and all the newspapers which are required in the field of management & journalism, to keep the students and faculty members updated with the latest developments in various subjects.

2.3.6 Are there departmental libraries for the use of faculty and students? If yes, how effectively are they used for the enhancement of teaching and learning?

Yes the Institute has a central library, which is divided into different sections based on the programmes running in the Institute which contains books, journals and other required material to fulfill the needs of different departments. By using such for as and facilities the students and the faculty can enhance their knowledge, learning and general awareness.

2.3.7 Has the institution introduced evaluation of the teachers by students? If yes, how is the feedback analyzed and implemented for the improvement of teaching?

Yes the Institute has a formal and informal system of taking the feedback of faculty from the students. The informal feedback is obtained through the interaction of Director with the students throughout the semester. In addition formal feedback is taken by the Director in each semester on a prescribed form designed specially for the purpose. The feedback is analyzed on the basis of all the parameters prescribed in form by the Director and counseling of the faculty is done by the Director on the basis of the feedback for further improvement/Development of the faculty.

2.4 Teacher Quality

2.4.1 How are the members of the faculty selected? Does the Institute have the required number of qualified and competent teachers to handle all the courses? If not, how does the institution cope with the requirements?

The Institute follows all the norms prescribed by GGSIP University & UGC during selection of teachers. All the faculty members in the Institute possess the eligibility criteria for the post. The Institute has the prescribed number of qualified and competent teachers in all its programmes and also have the visiting faculty to impart specialized exposure to the students.

2.4.2 How does the Institute appoint additional faculty to teach new programmes/modern areas of study (Biotechnology, IT, Bioinformatics etc.)? How many such appointments were made during the last three years?

The Institute does not run any programme in the modern area of study such as Biotechnology, IT, Bioinformatics etc.

2.4.3 What efforts are made by the management for professional development of the faculty? (e.g. research grants, study leave, deputation to national/international conferences/seminars, training programmes, organizing national/international conferences etc)? How many faculty have availed these facilities during the last three years?

The management takes keen interest in professional development of faculty. Management not only grants duty leave and financial assistance, to the faculty to attend various seminars, workshops, conferences etc but also inspires the faculty members and gives them a free hand in organizing such programmes on behalf of the Institute. Faculties have attended seminars/conference, workshops and refresher programmes during the last three years.

2.4.4 Give details on the awards/recognitions received by the faculty during the last five years?

The faculty of the Institute is dedicated and is putting their best efforts to improve the methodology and quality of education in their respective area of interest. But till now no such award/recognitions are received by the faculty during the last five years from organizations outside this Institute.

2.4.5 How often does the institution organize training programmes for the faculty in the use of?

(a). Computers

(b). Internet

(c). Audio Visual Aids

(d). Computer-Aided Packages

(e). Material development for CAL, multi-media etc.

For imparting the learning and updating the knowledge in the above mentioned areas. The Institute from time to time calls professionals in the respective fields.

Faculty development programmes (FDP) and various workshops are conducted by the specialists for empowerment of faculty on above mentioned domain.

2.5 Evaluation Process and Reforms

2.5.1 How are the evaluation methods communicated to the students and other institutional members?

As the Institute is affiliated to GGSIP University, all the evaluation and assessment criteria is prescribed by the University. The students are evaluated through internal as well as external examinations. The weightage of internal marks in theory papers is 25% and external is 75%. For practical papers the internal weightage is 40% and external is 60%. All the evaluation methods are communicated to the students in the orientation programme. All these details are available on the

Website of GGSIP University as well as a hard copy of the syllabus is provided to the students. Besides this the evaluation outcomes are also communicated to the student through individual oral and written feedback after every microteaching week. Also individual oral and written feedback is given after assignment, seminar presentation and terminal examination. The respective Heads of Department also give individual feedback to the student after the terminal examinations.

2.5.2 How does the institution monitor the progress of the students and communicate it to the students and their parents?

The Institute monitors the progress of the students on the regular and continuous basis through class tests, presentations, group discussions, assignments etc. and internal examinations prescribed by GGSIP University. The Institute also organizes various other competitions to monitor the student's progress. The Institute communicates the progress of students to their parents by e-mails, SMS's, personal calling and through parent - teacher meetings.

2.5.3 What is the mechanism for redressal of grievances regarding evaluation?

If any student is not satisfied with the evaluation, he/she is free to contact the concerned faculty to seek clarification; concerned faculty not only clarifies the doubts but also guides students for better performance. In case of any grievances regarding the University examination, student can apply for rechecking and reassessment of their answer sheets as per the rules of the University on the subject.

2.5.4 What are the major evaluation reforms initiated by the institution/affiliating University? How does the institution ensure effective implementation of these reforms?

All the faculty of the Institute, after evaluating the answer sheets, show it to students to discuss the entire problem in detail and also provide solutions for their problems. Affiliating University i.e. GGSIP University has adopted a system of central assessment for better and speedy evaluation.

2.6 Best Practices in Teaching -Learning Process

2.6.1 Detail any significant innovations in teaching/learning/evaluation introduced by the institution?

Students learn in Institute, faculty evaluate their learning on a continuous basis and University also evaluates their learning on the semester basis but ultimately after completion of the academic programme each student has to find his/her place in the society. So the evaluation from society is much more needed and important. Keeping this in mind, Institute has developed the innovative practice to evaluate the learning of the student from society and industry. For this purpose during the course the various press conferences, mock interviews, presentations, cultural festivals as well as departmental fests such as T3 (Tomorrow's Tycoon Today), Media Kumbh, Director's Cut, Photoholic etc. have been organized to impart the required skills and professional knowledge to students, which they can use in their professional lives.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 Is there a Research Committee of facilitate and monitor research activity? If yes, give detail on its activities, major decisions taken (during last year) and composition of the committee.

The Institute does not have a Research Committee.

3.1.2 How does the institution promote faculty participation in research? (Providing seed money, research grants, leave, other facilities)

Research is a very important component of higher education. The Research activities include brainstorming sessions for the faculty in order to encourage them to undertake research and generate ideas for novel approaches of conducting research. The Institution provides all possible help to facilitate the research work.

In addition to the above, the Director of the Institution circulates all the relevant circulars, programme information related to research, seminars, conferences and workshops to the faculty. The faculty is also motivated personally by the Director of the Institution to apply and undertake different research work in the form of research papers and theoretical papers. A Workshop on RESEARCH METHODOLOGY was conducted to train the faculty in the research work. The Institution has launched its own research journal “Lingayas Lalita Devi Journal of Professional Studies” under the ISSN No. 2230-987X.

There is a provision for grant of study leave and duty leave for faculty who are engaged in research or to attend/participate in seminar's, workshop and conference of their interest.

3.1.3 Does the institutional budget have a provision for research and development? If yes, give details.

Being an Institute running undergraduate courses, there is no separate budget for research and development. However, thrust is given for R & D and the faculty are encouraged for participating in research and publish papers. Incentives are given for such participation.

3.1.4 Does the institution promote participation of students in research activities? If yes, give details.

The curriculum of GGSIP University is designed in a way that promotes research activities amongst students. A Minor Project Report and a Final Year Major Project Report is to be prepared by the students in the 3rd and 6th semester respectively. These students are supervised by their project guides and industry experts.

What are the major research facilities developed on the campus?

The library and laboratories are well equipped with books and instruments respectively.

3.1.5 Give details of the initiatives taken by the institution for collaborative research (with national/foreign Universities/Research/Scientific organizations/industries/NGOs).

As of now the Institute does not have any project about collaborative research. However, the B.J.M.C. student's do participate in research-survey carried out by various agencies though not as a part of collaboration.

3.2 Research and Publication Output

3.2.1 Give details of the research guides and research students of the institution (Number of students registered for Ph.D and M.Phil., fellowship/scholarship, funding agency, Ph.Ds and M.Phils awarded during the last five years, major achievements, etc.)

As the Institute runs only undergraduate programmes there is no provision for providing research facilities to the students other than awarding projects as part of course curricula.

3.2.2 Give details of the following:

- (a) Departments recognized as research centers.**
- (b) Faculty recognized as research guides.**
- (c) Priority areas for research.**
- (d) Ongoing Faculty Research Projects (minor and major project, funding from the Government, UGC, DST, CSIR, AICTE, industry, NGO or international agencies)**
- (e) Ongoing students research projects (Title, duration, funding agency, total funding received for the project.)**

(a) The Institute does not have separate research department.

(b) Our five faculties namely Dr. Anita Saxena, Dr. Mittu Matta, Dr. V.P. Vaidik and Dr. Dharmendra Singh are recognized as research guides.

(c) A priority area for research is Management & Journalism.

(d) Our faculty is continuously involved with the Research projects regarding the current trends and latest issues in management and journalism.

(e) Our Institute offers only undergraduate programmes and hence no research work is carried out by our students other than various projects.

3.2.3 What are the major achievements of the research activities of the institution (findings contributed to subject knowledge, to the industry needs, community development, patents etc.)?

Since the Institute offers only undergraduate programmes no research activities are carried out..

3.2.4 Are there research papers published in referred journals of the faculty? If yes, give details for the last five years including citation index and impact factor.

Yes. Mention in Department's Profile/evaluation report.

3.2.5 Give list of publications of the faculty.

- (a) Books
- (b) Articles
- (c) Conference/Seminar Proceedings
- (d) Course materials (for Distance Education)
- (e) Software packages or other learning materials
- (f) Any other (specify)
 - (a) 09
 - (b) 05
 - (c) 36
 - (d) Nil
 - (e) Nil
 - (f) Nil

3.2.3 List the broad areas of consultancy services provided by the institution during the last five years(free of cost and remunerative) who are the beneficiaries of such consulting.

The Institute does not give any consultancy service.

3.2.4 How does the institution publicize the expertise available for consultancy services?

Not Applicable.

3.3.3. How does the institution reward the staff for the consultancy provided by them.

Not Applicable.

3.3.4 How does the institution utilize the revenue generated through consultancy services?

Not Applicable

3.4 Extension Activities

3.4.1 How does the institution promote the participation of students and faculty in extension activities? (NOC, YRC and other NGOs)

Institute has a close contact with a number of NGO & other reputed institutions. Students of this Institute participate in various programmes organized by NGO and other reputed institutions like Ram Krishna Mission, Rotary Club, Lion Club etc.

3.4.2 What are the outreach programmes organized by the institution? How are they integrated with the academic curricula?

The Institute organizes Guest lectures of eminent personalities from academia/industry which helps the student to enrich their subject knowledge. Institute organizes study tour which not only provides the enjoyment of outing but also helps the students to understand their field unambiguously the institution also organizes conferences, seminar and workshops increase their domain which further helps the students to gain practical knowledge.

3.4.3 How does the institution promote Institute-neighborhood network in which students acquire attitude for service and training contributive to Community development?

To promote a high sense of social service among the student and to train them for the same, Institute focuses on two areas. Institute itself organizes such programmes and simultaneously inspires the student in such a way that their participation in programmes organized by others becomes a natural instinct. Tsunami was a great catastrophe which had destroyed many lives and

home of our people. During such calamity the affected people invariably get the support & service from our students in terms of monetary help as well as providing basic necessities of livelihood like food, clothing etc. Our Institute is located in Mandi which is in the outskirts of New Delhi and surrounded by a rural population. Our students are in a habit of assisting them, educating them and providing them help whenever required. Besides this our students participate in celebration of environment day, teacher's day, Aids awareness programmes etc.

3.4.4 What are the initiatives taken by the institution to have a partnership with University/Research institution/Industries/NGOs etc. for extension activities?

We are closely associated with various NGO for various extension activities like blood donation camp, Aids Awareness programme, plantation programmes, Yamuna cleaning programme. Our Institute continuously encourages students to participate in such programmes that are helpful in creating social awareness and develop a feeling for humanity. However we do not have partnership with any specific University/Research institutions/Industries/NGOs etc. for extension activities.

3.4.5 How has the local community benefited by the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and GOs)

The students participate in creation of awareness about the benefits of health and hygiene, sanitation, family planning techniques, awareness on HIV/AIDS and environmental degradation and steps to conserve the environment.

**3.4.6 How has the institution involved the community in its extension activities?
(Community participation in institution development, institutional-community networking
etc.)**

The Institution and the community enjoys a reciprocal relationship wherein both are benefited by each others activities. Community participation in Institutional development takes place in the following ways-

- Experts from the community conduct workshops, sessions, talks on diverse social and academic issues,
- Members from the community participate in the different activities like seminars, workshops, blood donation drive. Director visited and attended meetings with community regularly.
- The Institution invites feedback from community about its program,
- Members from the community visit the Institution in the capacity of judges to judge various activities of the Institution.
- Group insurance schemes and Banking facilities.

3.4.7 Any awards or recognition received by the faculty/students/Institution for the extension activities?

None

3.5 Collaborations

3.5.1 Give details of the collaborative activities of the institution with the following organization:

- * **Local bodies/community**
- * **State**
- * **National**
- * **International**
- * **Industry**

- * **Service Sector**
- * **Agriculture sector**
- * **Administrative agencies**
- * **Any other (specify)**

We are closely associated with various NGO for extension activities like blood donation camp, Aids Awareness programme, plantation programme, Yamuna cleaning programme etc. our students actively participate in the schools near by like Mandi Vidya Niketan where they teach and interact with students.

Our collaborations with media industry has benefited our institution in various ways. Industries admit our student for internship. We get a realistic feedback which helps us in curriculum development & improving teaching, learning process. Institute gets the co-operation in organizing seminar-workshop. Besides this student placement become very easy. Our cordial relation with other bodies and national bodies helps us in extension activities.

3.5.2 How has the institution benefited from the collaboration?

- (a) **Curriculum Development**
- (b) **Internship**
- (c) **On-the-job training**
- (d) **Faculty exchange and development**
- (e) **Research**
- (f) **Consultancy**
- (g) **Extension**
- (h) **Publication**
- (i) **Student placement**

(a) **Curriculum development:** Our collaborations with industry has benefited our institution in various ways. Industries admit our student for internship. We get a realistic feedback which helps us in curriculum development & improving teaching, learning process

- (b) **Internship:** We have a close collaboration with the industry which in turn helps us in providing our students with various avenues for internship.
- (c) **On-the –job training:** We have a close collaboration with the industry which in turn helps us in providing our students with various avenues for On-the –job training.
- (d) **Faculty exchange and development:** A dynamic faculty is the strength of any Institute therefore our Institute continuously encourages the faculty to participate in the Faculty exchange and developmental activities, through which they gain in-depth knowledge and exposure about their subject which in turn can be benefited by our students.
- (e) **Research :** Not applicable
- (f) **Consultancy:** Not applicable
- (g) **Extension:** We are closely associated with various NGO for extension activities like blood donation camp, Aids Awareness programme, plantation programme, Yamuna cleaning programme etc. Our Institute continuously encourages students to participate in such programmes that are helpful in creating social awareness and enrich a feeling of humanity and brotherhood.
- (h) **Publication:** Having a strong network with the industry helps us in our publication process regarding journals, proceeding etc.
- (i) **Student Placement:** We have a close collaboration with the industry which in turn helps us in providing our students with various avenues for placements.

3.5.3 Does the institution have any MoU/MoC/mutually beneficial agreements signed with?

= **Other academic institutions.**

= **Industry**

= **Other agencies**

No. The Institute presently has not signed any MOU/MOC etc with any of the above organization/Agencies.

3.6 Best Practices in Research Consultancy and Extension

3.6.1. What are the significant innovations/good practices in Research Consultancy and Extension activities of the institutions?

We are an Institute running undergraduate course hence Research, Consultancy is not applicable at this stage. But we encourage a lot of extension activities We are closely associated with various NGO for extension activities like blood donation camp, Aids Awareness programme, plantation programme, Yamuna cleaning programme etc. Our Institute continuously encourages students to participate in such programmes.

Criterion IV : Infrastructure and Learning Resources.

4.1 Physical Facilities

4.1.1 What are the infrastructure facilities available for

- (a) **Academic activities**
 - (b) **Co-curricular activities.**
 - (c) **Extra- Curricular activities and sports.**
- (a) The Institute is well equipped with necessary infrastructure for creating good environment for carrying out Academic activities. It has spacious well ventilated classrooms including tutorial room, a well stocked library, staff room, seminar hall, a Wi-Fi campus, R-O water supply and 100% power back up for uninterrupted academic activity.
- (b) The Institution provide full facility for carrying out Co-curricular activities by way of organizing Conferences/Seminars, workshops guest speakers, presentations, competitions, event management, debates etc. for which adequate infrastructure exists.
- (c) The Institution provides good infrastructure for extra-curricular activities like indoor and outdoor games. Gym facilities. The Institute sponsors students for cultural programmes, plays, competitions at university organized programmes, Inter-the Institute and Inter-university competition etc. The Institute has a band which is very much liked by the students. Community services are carried out by the students in neighbouring villages and carryout street plays and making short films for creating awareness amongst the masses against social evils.

4.1.2 Enclose the Master Plan of the Institute campus indicating the existing physical infrastructure and the projected future expansions.

The Master plan of the Institute is placed at Annexure 10.

4.1.3. Has the institution augmented the infrastructure to keep pace with its academic growth? If yes, specify the facilities and the amount spent during the last five years.

The Institute has more than adequate infrastructure for carrying out its academic and co-curricular/extra curricular activities. Against the requirement of about 5000sq ft of space we have 8223 sq.ft. of built-up area which will be able to cater to our futuristic needs. The augmentation of facilities in an educational Institution is an ongoing project. The library and various laboratories are constantly been upgraded and stocked. A communication lab is under process of being created. Maths Lab has been added. An Industrial R.O plant with a Capacity of 250 litre/hour has been installed. Besides this maintenance of infrastructure is carried out on day to day basis. The Institution is very proud of having a spacious Auditorium which is fully air-conditioned and has state of art light and sound system.

4.1.4. Does the institution provide facilities like common room, separate rest rooms for women students and staff?

Yes, the Institute has facilities like separate boys and girls common room. Which are well equipped with the necessary infrastructure and Gym facilities.

4.1.5. How does the institution plan and ensure that the available infrastructure is optimally utilized?

Enough planning by way of preparation of time-table and activities is done to ensure optimum utilization of common resources like Library, Canteen, tutorial rooms, Seminar Halls, music room and dance room. All the activities and sessions in the Institution are planned keeping in view of making optimum use of the infrastructure available. Such use of venue for activities is notified to the staff and students through the Institution time table displayed on the notice board. Internally the furniture and the infrastructure of the room are temporarily rearranged to suit particular needs of the activities conducted. This is mostly resorted to in our multi-utility rooms with all the departments.

The guest lectures, seminars, workshops, student counseling, tutorials, brainstorming sessions, remedial sessions, campus orientation, are carried out in multi utility rooms and Tutorial rooms. The cultural activities, competitions and intercollegiate activities, are conducted in the auditorium and Seminar rooms.. The guidance of practice lessons, micro teaching sessions and simulated lessons are conducted in different groups in the multipurpose and class rooms. These rooms are also used for personality Development Programs (PDP). Multipurpose rooms and some classrooms are equipped with LCD projector and sound system.

The classrooms are provided with lockers to facilitate students to temporarily store their books and belongings. Each locker is shared by two students.

The Institution has a separate boys and girls common room which are equipped with gym facilities. Girls can work out here as per their convenience. It is quite spacious where students can relax and rest in times of infirmity.

The Institution has long and spacious corridors which have notice boards for display of notices related to admissions, placement, results, collegiate and intercollegiate activities, examinations, practicum and weekly time table.

4.1.6. How does the institution ensure that the infrastructure facilities meet the requirements of the differently-abled students?

For the differently-abled students we have provision of ramp and provision to hold classes on the ground floor. However, to date no differently-abled student has been nominated by the University during the central counseling for admission into our Institute. A provision for installation of lift is made and material has already been procured. The lift will be installed very soon.

4.2. Maintenance of infrastructure

4.2.1 What is the budget allocation for the maintenance of (last year's data)

- a. Land
- b. Building
- c. Furniture
- d. Equipment
- e. Computer
- f. Vehicles

Please find Annexure VII for details of budget.

4.2.2. How does the institution ensure optimal utilization of budget allocated for various activities?

Institute budget is prepared by the finance committee and passed by the Institute managing committee. The budget allocation are made in accordance with priorities and as per the requirements of the various departments.

4.2.3. Does the institution appoint staff for maintenance and repair? Not, how are the infrastructure facilities, services and equipment maintained?

The institute has outsourced its housekeeping staff. Additionally we have staff for day to day maintenance of evil works/electrical problems. For major maintenance work contract is awarded to outside agencies. The system is working well. The maintenance of equipment is similarly resorted to.

4.3. Library as a Learning Resources

4.3.1 Does the library have a Library Advisory Committee? What are major responsibilities

Yes, the library has an advisory committee whose function includes ascertaining the curriculum/general awareness, need of the faculty and students in so far as procurement of books/periodicals and journals are concerned. Formulation of rules and regulations for observance of faculty and students in the library, distribution of

books. Discipline, user-services, inter-library co-operation and networking are also using the purview of the Library Advisory Committee.

The main functions of the library committee are:

- To assist the librarian in formulating general library policies and regulations which govern the functions of the library,
- To interpret the purposes and needs of the library to the administration, faculty, and the student body
- Act as a forum for the discussion of matters relating to the provision of library services
- Advise the librarian in the determination of the policy for the library
- Advise academic board in regard to University library services, present an annual report on its activities to the Academic Board and Council, through its members
- The Library Advisory Committee scrutinizes the list of book to be procured for the library
- The Committee meets frequently to review matters of importance to accord better facilities for the users of the Library.
- Monitor the operations of the Library.
- Prepare library annual budgets for presentation to management for consideration.
- Monitor budget performance throughout the year.
- Provide an avenue for the Friends of the Library and the community to participate in development and maintenance of library resources.
- Keep the needs of users under review to ensure that the library is constantly adopting to the demand.
- Keep the human and physical resources of the library under constant review.
- Regularly review the opening hours of the library to maintain a balance between staffing resources and demand.

4.3.2 How does the library access, use and security of materials?

Library ensures access, use and security of materials by keeping vigilance and assessment through out the year. Materials which get damaged in course of use are repaired regularly. The Library of Lingaya's Lalita Devi Institute of Management and Sciences has an open system for its users, may it be the students, faculty or the staff. The user can go straight go to racks and can access the books or the information him self. Beside accessing the catalogue on net worked computer. The library ha fully automated issue and return of library Books.

The users have the OPAC (online public access catalogue) which is placed inside the library and the students can use it for searching the book availability. Also the students are given the orientation program for the optimum utilization of the library materials.

For the security of the library materials, the library has CCTV installed at every corner. It prevents the mutilation of the books and prevents stealing to a great extent. Also the gate entry registers are placed in the library for the security purpose for the students and faculty and is monitored by the library staff.

4.3.3 What are the various support facilities available in the library? (Computers, Internet, Band Width, reprographic facilities etc.) N.A.

The library provides various facilities to its users which are mentioned as under

- Computers
- Wi -Fi enabled environment
- Reprographic facilities.
- Internet facilities
- Digital access through digital library and DELNET

- Automated receipt and issue of books through Bar Coding, use of scanners and computers.

4.3.4 How does the library ensure purchase and use of current title important journals and other reading materials? Specify the amount spent on new books and journals during the last five years.

The library is very active in purchasing the new or current titles whichever comes to the market concerning the subjects and titles of general reading too. The catalogues sent by various publishers, requisition sent by the Heads of the Department or various faculty members, organizing book exhibitions, ensures the purchase of the current titles and important journals (National and International).

Usage of the current titles is ensured by displaying them on the new arrival racks and current awareness services given by the library.

The amount spent on new books and journals during the last five years is as follows:

S.No	Year	Amount ()
1	2006-2007	2,48,005/-
2	2007-2008	35,170/-
3	2008-2009	2,45,388/-
4	2009-2010	86,118/-
5	2010-2011	2,98,842/-

4.3.5 Give details on the access of the on-line and internet services in the library to the students and faculty? (Hours, Frequency of use, Subscriptions, Licensed software etc.)

The institution has got a 5 mbps dedicated leased Broadband line from Aircel for making the campus Wi-Fi enabled. Since the campus has Wi Fi enabled environment, therefore the users have full access rights to use the internet facility anywhere in the campus. The library has the digital access and e-access for its end users whenever the library is open. The frequency of usage of digital and online resources is about 5 – 8 users per day.

4.3.6 Are the library services computerized? If Yes, to what extent?

Yes the library services are totally computerized.

4.3.7 Does the institution make use of INFLIBNET/DELNET/IUC facilities? If yes, give details.

Yes. The Institution has subscribed DELNET facilities.

4.3.8 What initiatives are taken by the library staff to enrich the faculty and students with its latest acquisitions?

Library staff ensures that the faculty and students are aware of the latest acquisition of the library and facilitate them about the new acquisitions by displaying them on “New Arrivals” rack in the library.

4.3.9 Does the library have interlibrary borrowing facility? If yes, give details of the facility.

YES, Through DELNET.

4.3.10 What are the special facilities offered by the library to the visually and physically Challenged persons ?

Separate counters and sitting space can be provided to physically challenged persons. As to date no visually or physically challenged

students has been sponsored by the university through its centralized counseling sessions.

4.3.11 List the infrastructural development of the library over the last two years.

Our Institute Library has developed a lot during the last five years. Many structural changes have taken place from time to time. The library has grown with the users growth. Below mentioned are some changes which have taken place during the tenure of last five years:

- Separate digital section including the internet facility and latest computers have been installed.
- Reprographic machine has been added with the growth of the work.
- Separate reading hall has been established for the users.
- Centralized Air Conditioned reading room for the users.
- More book racks and wooden racks to place the books have been added..
- Staff has been increased
- Furniture and fixtures have been added with the library growth.
- Seating arrangement has been increased to 120.
- Total Number of study tables has been increased to 15.
- 4 Computer systems for online access.
- For the security of the books and other materials, CCTVs have been installed at every corner of the library so that the books are not lost, stolen, misplaced or mutilated etc.
- Bar codes are generated for the automation process of the documents.
- Staff at the gate of the library is placed for security.
- Display facility of new arrived books has been organised in the library.
- There are about 2 printers and One Scanner in the library for printing/digitisation and other work in the library.
- Xerox facility is also provided to the faculty, staff and the students as well.

4.3.12 What other information services are provided by the library to its users ?

Library is kept open through out the year from 09.00 am to 05.00 pm every day excluding Sunday and gazetted holidays. New arrivals, Newspapers, Magazines are made available to the students. There is common reading room for reading news paper, books, reference books etc

4.4 ICT as Learning Resources

4.1.1 Does the institution have up to date computer facility? If yes, give details on the available hardware and software (Number of computers, computer students ratio, stand alone facility, LAN facility, configuration, licenced software etc

Yes, the Institute has an up-to-date computer facility.

The details are

- 165 computers
- computer-student ratio is 1:4
- stand alone facility is available
- availability of LAN facility
- licensed software
- **5 mbps dedicated broadband leased line from Aircel for wi-fi campus and 5 MTNL connections to serve as backup.**

4.4.2 Is there a central computing facility? If yes, how is it utilized for staff to students?

The Institute provides computing facilities through its computer labs and departmental computer centre. Users have access to necessary domain specific applications. The Institute has installed “the Institute excel” software which takes care of academic/administrative functions including Library.

4.4.3 How are the faculty facilitated to prepare computer aided teaching/learning materials? What are the facilities available in the college for such efforts?

Each faculty member is given training on best practices in ICT and is taught how to use multimedia projectors and visual aids as well as effective Internet use to maximize productivity. The faculty is provided with computers with internet access. All classrooms in the Institute are equipped with data projector, projection screen a PC with internet access and necessary complementary teaching aids

4.4.4 Does the institution have a website? How frequently is it updated? Give details.

Yes, the institution has a website. It is www.lldims.org.in. It is updated periodically. All the information of the Institute regarding admission, merit list, cut off percentage, facilities available etc. are given in detail on the website.

4.4.5 How often does the institution plan and upgrade its computer system? What is the provision made in the annual budget for update, Deployment and maintenance of the computers in institution?

The up gradation of Institute computer systems is a continuous process. Separate provision is made annually for computer hardware/software requirement.

4.4.6 How are the computers and their accessories maintained (AMC etc.)

The Institute endeavors to provide Computer facility to each faculty member. The maintenance of all computers and accessories is done through IT Service Centre which has dedicated full time staff. The major repairs of hardware system are off loaded to market.

4.5 Other Facilities

4.5.1. Give details of the following facilities:

- a. Capacity of the hostels (to be given separately for boys and Girls).
- b. Occupancy :
- c. Rooms in the hostel (to be given separately for boys and Girls :
- d. Recreational facilities :
- e. Sports and Games (Indoor and Outdoor) facilities :
- f. Health and Hygiene (Health care centre, Ambulance, Nurse, Qualified Doctor) Full time/part time etc.

a) We have separate hostel for Boys and girls having a capacity of 18 students each.

b. Since the hostel facility has been recently created as on date it is unoccupied.

c 6 rooms for girls and 6 rooms for boys each with a provision for 3 beds and allied infrastructure.

d For recreational facilities Indoor and outdoor sports

- Music room
- Dance room
- Gymnasium
- Photography club
- Media appreciation club
- We club
- Music (vocals & instrumental)

e) **Sports and games (Indoor and Outdoor) Facilities :**

Indoor sports:

- Table tennis
- Carom
- Chess
- gymnasium

Outdoor Sports:

- Basket ball
- Cricket
- Volley ball
- Badminton

Indoors- Caroms, Weight lifting, Chess, Table Tennis, Badminton

Outdoors- Cricket, Volleyball etc.

f) We have outsourced our housekeeping department which looks after the cleanliness of the Institute. Health and hygiene is given utmost importance.

We have a separate Health care center (Medical Room) which is looked after by one qualified (MBBS) Doctor. He is also assisted by a Compounder. The Institute has a vehicle for ferrying the patient to hospital in case of emergency.

4.5.2. How does the institution ensure participation of women in intra and inter institutional sports competitions and cultural activities?

Yes, women constitute 5% of the Institute students. They take active part in collegiate and intervarsity sports competitions and cultural activities.

4.5.3. Give details of the common facilities available with the institution (Staff room, Day care centre, Common room for students, Rest room, Health Centre, Vehicle parking Guest house, canteen, telephone, Internet care, Transport, Drinking water etc.)

The Institute provides following facilities:

- Staff room

- Separate common rooms (Rest rooms) for girls and boys
- Health centre
- Vehicle parking
- Hostel
- Canteen
- Telephone
- Wi Fi facility
- Transport
- Filtered and chilled Drinking water through industrial ‘RO’ System.
- Round the clock power back up
- 24 Hours Security
- Xerox and binding facilities.

4.6 Best Practices in Infrastructure and Learning Resources.

4.6.1 What innovations/best practices in ‘Infrastructure and Learning Resources’ are in vogue or adopted/adapted by the institution?

- Modern construction and infrastructure of high standards.
- Excellent academic facilities and learning environment and congenial learning environment. Academic support services include well equipped technology/science labs and workshops, computer labs with latest hardware/software and well stocked libraries.
- Science/Technology/Computer labs equipped with latest equipment/machines/hardware, etc.
- Licensed software.
- Extensive Net working in the campus
- Spacious and well stocked libraries with e-journals, databases and computerized functioning.
- Dedicated power backup to avoid disruption of teaching/learning
- All classrooms fitted with latest communication equipment for supplementing classroom teachings LCD projector, CPUS.
- Well managed hostels for outstation students.

- Wi Fi Campus Through leased 5 mbps broad band connection with back up through MTNL connections.

Criterion V – Student support and progression

5.1 Student Progression

5.1.1 Give the socio-economic profile (General, SC/ST, OBC etc.) of the students of the last two batches.

Profile of the Institute

Number of Students in BBA Department: 323

Delhi General	303
Outside Delhi General	11
Delhi Defence	04
OBC	04
Outside Delhi Defence	01

Since Guru Gobind Singh Indraprastha University (GGSIPU) controls the process of admission and nominate students to a particular Institute affiliated to it, the students profile changes on a yearly basis.

Socioeconomic Status –

The ratio of boys to girls in BBA & BJMC courses is 238:85

Majority of our students belongs to the upper middle class and middle class families and the profile of students is urban only.

5.1.2 What are the efforts made by the Institution to minimize the dropout rate and facilitate the students to complete the course?

The dropout rate is less than 3% and extra classes are arranged according to the needs of students. Counseling by faculty and a separate counseling cell helps probable dropout students to remain motivated to continue with the course.

5.1.3 On an average, What percentage of the students progress to further studies and for employment? Give detail for the last two year. (UG to PG to Ph.D and/or to employment)

Majority of the students go in for higher education ie their master's in respective subjects. Those who are keen to seek employment are picked up by various companies/media houses for jobs through campus placement or efforts made by our training & placement cell. 60% students, go in for higher education.

5.1.4 How does the institution facilitate the placement of its outgoing students? What proportion of the graduation students has been employed? (Average to last five years)

The Institute has established Training cum Placement Cell under a placement officer who is deputed specially for this purpose. The placement cell also consists of a nodal officer from each department. In the beginning of final year data is collected from the students, as to whether they are interested in job or would like to go for further studies. On the basis of their preference the Institute tries to place every interested student in a reputed organization. The Institute also invites companies for campus placements. Apart from this the Institute also sends the students to various organizations for the same purpose. Internship is an important part of the syllabus and every student has to undergo one month internship during their summer vacations. Sometimes these organizations offer placement for students who perform well during their internship.

5.1.5 How does the institution facilitate and support students for appearing and qualifying in various competitive examination? Give details of the number of students coached, appeared and qualified in various competitive examination (Average of last five years) (UGC-CSIR-NET, SLET, GATE, CAT, GRE, TOFFEL, GMAT, Civil services-IAS, IPS, IFS. Central/state services etc.)

The Institution has started with a Career Guidance and Counseling cell. The cell extends its career counseling services to the student of the Institute.

The Institution has an active Training and Placement Cell managed by the senior faculties and a placement officer in charge who is responsible for displaying information/brochure of various post graduate courses in Management and other disciplines, The focused efforts of the Institution Placement cell yields employment of student before their final semester. The Institute constantly displays information about entrance exams like CAT, GMAT etc..

In order to stimulate students for further academic courses the placement cell displays circulars/advertisements on courses of study.

5.1.6 Give a comparative analysis of the institutional academic performance with reference to other Institutes of the affiliating University and the University average. (Pass percentage, Distinctions, Gold Medals and University Ranks, Marks obtained in relations to University etc. (List five year's data)

The academic performance of students of BBA and BJMC of this institute are as under. However, the comparative figure other Institute are not readily available for comparison.

PERFORMANCE SHEET

DEPARTMENT OF BUSINESS ADMINISTRATION

Semester wise Performance 2006	Unsuccessful	Detained	Second Class	First Class	First with distinction	Exemplary performance
1 st Sem.	-	01	02	26	03	-
2 nd Sem.	-	-	02	23	08	-
3 rd Sem.	-	-	05	35	03	-
4 th Sem.	-	-	-	32	-	-
5 th Sem.	-	-	01	34	05	-
6 th Sem.	-	-	09	45	02	-

Semester wise Performance 2007	Unsuccessful	Detained	Second Class	First Class	First with distinction	Exemplary performance
1 st Sem.	-	01	06	23	01	-
2 nd Sem.	-	05	05	35	01	-
3 rd Sem.	-	05	03	29	03	-
4 th Sem.	-	-	11	36	-	-
5 th Sem.	-	-	04	60	05	45 th Rank in University
6 th Sem.	-	-	21	73	07	

Semester wise Performance 2008	Unsuccessful	Detained	Second Class	First Class	First with distinction	Exemplary performance
1 st Sem.	-	03	04	28	06	-
2 nd Sem.	-	-	04	24	03	-

3 rd Sem.	-	-	03	29	06	28 th Rank in University
4 th Sem.	-	-	38	43	07	-
5 th Sem.	-	01	32	57	05	-
6 th Sem.	-	03	13	78	09	-

Semester wise Performance 2009	Unsuccessful	Detained	Second Class	First Class	First with distinction	Exemplary performance
1 st Sem.	-	02	02	19	01	48 th Rank in University
2 nd Sem.	-	-	36	51	09	-
3 rd Sem.	-	-	38	18	-	-
4 th Sem.	-	08	25	56	11	-

Semester wise Performance 2010	Unsuccessful	Detained	Second Class	First Class	First with distinction	Exemplary performance
1 st Sem.	-	01	75	38	03	-
2 nd Sem.	-	08	32	61	09	-

DEPARTMENT OF JOURNALISM & MASS COMMUNICATION

Batch 2005-2008

Semester wise Performance	Unsuccessful	Detained	Second Class	First Class	First with distinction	Exemplary performance
1 st Sem.	-	00	02	17	04	-
2 nd Sem.	-	00	04	01	01	-
3 rd Sem.	-	00	01	03	03	-
4 th Sem.	-	00	00	05	05	-
5 th Sem.	-	00	02	01	01	-
6 th Sem.	-	00	01	03	03	-

Batch 2006-2009

Semester wise Performance	Unsuccessful	Detained	Second Class	First Class	First with distinction	Exemplary performance
1 st Sem.	-	00	09	49	01	-
2 nd Sem.	-	00	10	45	03	-
3 rd Sem.	-	01	01	46	11	-

4 th Sem.	-	00	08	47	03	-
5 th Sem.	-	00	00	36	22	-
6 th Sem.	-	00	04	45	09	-

Batch 2007-2010

Semester wise Performance	Unsuccessful	Detained	Second Class	First Class	First with distinction	Exemplary performance
1 st Sem.	-	00	23	24	00	-
2 nd Sem.	-	00	17	23	00	-
3 rd Sem.	-	00	02	43	06	-
4 th Sem.	-	00	12	31	00	-
5 th Sem.	-	05	01	35	06	-
6 th Sem.	-	01	01	40	07	-

Batch 2008-2011

Semester wise Performance	Unsuccessful	Detained	Second Class	First Class	First with distinction	Exemplary performance
1 st Sem.	-	00	31	27	01	-
2 nd Sem.	-	00	34	28	00	-
3 rd Sem.	-	04	16	46	06	-
4 th Sem.	-	01	00	04	66	-
5 th Sem.	-	00	00	63	07	-
6 th Sem.	-	00	00	73	04	-

Batch 2009- 2012

Semester wise Performance	Unsuccessful	Detained	Second Class	First Class	First with distinction	Exemplary performance
1 st Sem.	-	01	27	22	00	-
2 nd Sem.	-	02	13	33	03	-
3 rd Sem.	-	00	00	44	04	-
4 th Sem.	-	00	01	57	03	-

Batch 2010- 2013

Semester wise Performance	Unsuccessful	Detained	Second Class	First Class	First with distinction	Exemplary performance
---------------------------	--------------	----------	--------------	-------------	------------------------	-----------------------

1 st Sem.	-	00	03	42	05	-
2 nd Sem.	01 (Failed)	00	07	41	01	-

5.2 Students support

5.2.1 Does the institution publish its updated prospectus, handbook and other student information material annually? If yes, What is the information disseminated to students through these publications?

The Institute publishes its updated prospectus every year and it contains the complete details of the rules and regulation for admission, list of the teachers, the students welfare facilities and schemes like fee details, Library, discipline and scholarships available in the Institute.

5.2.2 Does the institution provide financial aid to students? If yes, specify the type and number of scholarship/free ships given to the students during the last academic year by the institution (other than those provided by the social welfare departments of the state or Central Governments)

Yes, the Institute provides financial help to the needy students. Every year Institute gives scholarships to all the toppers of their respective courses. Entire fee is waived off if a student loses his/her earning parent and the entire fee paid is refunded if the student dies during the duration of the course. There is also a provision to give free ship to needy student based on economics criteria.

5.2.3 Give details of schemes for student welfare? (Insurance, subsidized canteen facilities, special diets, student counseling support, “earn while you learn” scheme etc.)

The Institute provides canteen services through an outsourcing agency. The rates are subsidised since the location is given free of cost. The Canteen Committee monitors the special diets provided to students in the canteen. The various programmes under Training & Placement Cell and Counselling Cell provides career counseling support to the students.

5.2.4 What type of support services are available to overseas students?

Till date no overseas student has taken admission in this Institute. It is reiterated that the admission process with GGSIP University. The students are nominated to this Institute by the University based on CET Rank and preference of the student.

5.2.5 Give details of the placement and counseling services for the students?

The Institution has an active Placement Cell managed by the senior faculty and a placement officer in charge. The placement cell- :

- Networks with leading organizations for placement,
- Arranges for campus orientation and campus interviews,
- Displays information brochure of various post graduate courses in Management and other disciplines,
- Co-ordinates with the Institution administrative staff to makes provision for the student to receive the requisite recommendation letters and transcripts for job and industrial placement in the country and abroad,
- Provides personal guidance to the student to facilitate them to take up the most fitting job offer.
- Organizes Mock interviews, guidance in preparation of Resumes and Communication Skills are especially emphasized.

The placement cell provides guidance to the student and train them during mock interview sessions for making them prepared for job interviews.

5.2.6 How does the institution encourage and develop entrepreneurial skills among the students?

The students of the Institute learn all the skills required for managing an enterprise. Students discover new ideas and discuss it with their faculty members and check the feasibility of those innovative ideas. Institute organizes various competition and departmental activities to enable students to express all the skills and talent available in them. The students are also exposed to Guest lecturers from representatives of Industries and taken on Industrial visits to get first hand knowledge about the working in corporates.

5.2.7 Does the faculty participate in academic and personal counseling? If yes, give details on services provided during the last academic year?

Yes, the Institute has a counseling committee consisting of HOD, Class counselor, Class Mentor and concerned faculty members. Moreover, whenever required other faculty members also helps the committee. The counseling committee counsels the students having any kind of problems whether it is related to their studies or some personal problems.

5.2.8 Is there a separate guidance and counseling centre for women students? If yes, enumerate the activities of the center.

The members of Women's Welfare Cell encourage and motivate the girl students to optimally use their potential as students and future leaders of the society.

5.2.9 Is there cell/committee constituted for prevention/action against sexual harassment of women student? If yes, detail its constitution and enumerate its activities (issues addressed during the last two years)

The Women Cell is vested with the power to redress grievances related to sexual harassment of women students/staff in the campus. No case of sexual harassment has been reported in last two years.

5.2.10 Does the institution have a grievance redressal cell? If yes, what are its functions? Detail the major grievances redressed during the last two years.

The student's grievances redressal cell looks after the complaints of students about various problems related to studies and other matters like library, discipline, study, counseling, scholarship and admission. The Dean of student Welfare manage these problems.

5.2.11 Is there a provision for acquiring computer skills/literacy for all students in the curriculum? If yes, give details on how it is imparted, and level of proficiency.

Yes the syllabus of both the Courses includes papers related to IT and computers. As there is a huge demand for computer skills, so almost in every semester students study computer related papers such as Introduction to IT, DBMS, Visual Basics, HTML, etc. All efforts are made to empower the student with requisite knowledge and skill.

5.2.12 What value-added courses are introduced by the institution to develop life skills, career training, community orientation, good citizenship and personality development of students?

Institute makes it compulsory for all the students to attend Personality Development classes. In such a programme various aspects of personality development is taken care of such as grooming of students, building of confidence, developing presentation skills through role playing, interaction, discussion etc. There are various other activities, which helps the students to develop their life skills, training, community orientation, good citizenship and the all round development of the students

5.2.13 How does the institution ensure safety and security of the students faculty and the institutional assets?

The Institute has outsourced 24 hours security of the Institute property and staff and students.

5.3 Student Activities

5.3.1 Does the Institution have an alumni association? If yes,

- i. List its current office bearers.
- ii. List its activities during the last two years.
- iii. Give details of the top ten alumni occupying prominent positions.

- iv. Give details of the contribution of alumni to the growth and development of the institution.
 - a. List given. See (Annexure-8)
 - b. Time to time they visit the Institute during annual functions, seminars and conferences etc. and students get encouraged by them. They also support students by counseling them.
 - c. List given (Annexure 08)
 - d. They keep interacting with Institute teachers and students giving suggestion for improvement.

5.3.2 How does the institution encourage its students to participate in extra-curricular activities including sports and game? Give details on the achievements of students during the last two years.(Institution level/Inter-collegiate/Inter-University/Inter-state/National/International.)

The Institute has constituted a Cultural Committee to look after the organization and participation of students in extra curricular activities. The Institute organizes various extra-curricular activities like Institute fest as well as departmental fests. The students of the Institute also participate in the events organized by other Institutes and affiliating University. Institute has a full time sports faculty, who take cares of the interest of the students in the sports activities. The students of the Institute have been participating in inter Institute as well as intra Institute competitions. The affiliating University invites all the affiliated Institutes to participate in the annual SPORTS MEET organized by the University. Besides this, Institute also organizes the sports meet for the students and organizes annual Sports Day.

5.3.3 How does institution involve and encourage students to publish materials like catalogues, wall magazines, Institute magazine, and other material? List the major publications/materials brought out by the students during the previous academic session.

Our Institute is very active in encouraging students to participate in publishing articles since the inception of the Institute. Students are involved very actively to prepare material for magazine. As Institute has the house system as and when required each house display their material on the wall magazine. Especially if it is related to some celebration of festival or management issues or any business related issues are assigned the task to show case their talent by decorating the boards, displaying the theme in the form of collage or providing information for display which displays their high creativity. The Institution has published its magazine LLDIMS Times, and E-Magazine and Professional Journal.

5.3.4 Does the institution have a student Council or any similar body? Give details on its constitution, major activities and findings.

The Institute has constituted various committees like Cultural Committee, Sports Committee; Library Committee, Canteen Committee etc. which have student's representation. Besides that, the students of the Institute are involved in various activities. So till now need hasn't felt for to constitute such a body.

5.3.5 Give details of the various academic and administrative bodies and their activities (academic and administrative), which have student representations on them.

Student representative form an important part of many committees of the Institute namely-

The details of Committees are given at Annexure VIII

The Constitution of the Committees comprises of a co-ordinator with other faculty members and student representatives. Major activities include carrying out the agenda laid down by the committee for the academic year and the funding of the committee is provided by the Institute.

5.3.6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers, to improve the growth and development of the Institution?

Yes, The institution has a strong mechanism of seeking feedback during the course as well as at the end of the every semester. We also try to incorporate the changes as suggested by our alumni or our interns or the employers of our students as and when required. For this we have developed feedback proforma for each and every activity conducted during the semester. Immediately after the completion of the activity students are given to fill the feedback proforma. A summary of the feedback is prepared by the faculty incharge and is discussed among staff members to seek suggestion for improvement. The suggestions are incorporated in planning the program of the future. At the end of the each semester a written feedback is taken from the students regarding the effectiveness of the faculty and the services provided by the Institution. This provides an insight into the student's perceptions of the course transmission and is utilized to fine tune the educational transaction in the Institution.

The feedback received during the interactions with the alumni, teachers and Director of organizations is definitely considered to enhance the development of the course program.

5.4 Best Practices in student support and progression

5.4.1. Give details of institutional best practices towards student support and progression?

The Students remain in direct touch with their concerned teachers and follow their counseling and support given by teachers. We are always ready to help students in their personal, economical or academic progression. We provide them inter disciplinary learning experiences by giving them an opportunity to interact with industries. We give ample opportunities to the students to participate in the community work. Our ultimate goal is to help these students to develop a sense of competence for their all round development of their personality.

Our Institute has such facilities to support our students in their progression and academic development as listed below:

1. Extension (Guest) lecturers are organized in the campus to enrich the knowledge of the students.
2. Information collected from various academic institutions related to career guidance is circulated among students.

3. Remedial classes are conducted for academically weak students.
4. Personality development classes are conducted by inviting prominent visiting and guest faculty.
6. Providing e-learning facilities for our students.
7. Students are awarded for their best performance.
8. Services like guidance and counseling are provided for academic matters and personal problems.
9. For the students point of view we have established a grievance redressal cell.
10. Every year we organize sports and cultural activities and orientation programs for students.
11. Alumni are invited for interaction with the present students.
12. Our Institute regularly organizes educational tour.
13. Various competitions and functions are organized and festivals are celebrated in our Institute for significant progression of our students.

SOME OF THE BEST PRACTICES ARE:

WE CLUB: The students of the Institute who are keen to participate in various activities like debates, quiz, creative work in any domain etc. are encouraged to come forward in this club and outlet to their creative urge.

PERSONALITY DEVELOPMENT PROGRAMME:

Students are given special PDP class to improve communication skills and are provided with a lot of practice in communicating specifically in the classroom situation. They are groomed also in their pronunciation and stress. Classroom etiquette, giving instructions, asking questions, framing interactive questions while using a teaching aid etc. is taught to the students. This infuses a lot of confidence in them to face future and improve their competency in relevant field.

ECO – CLUB

The Institution ECO-club guides the students to nurture different kinds of plants in the Institution. They also prepare small pots with ornamental plants to be gifted to the guest speakers and visiting dignitaries. Besides the whole year they tend and nurture the plants and look after their upkeep. The Institution ‘garden’ now has a collection of plants such as ferns, Crotons, Monstera, Bougainvillea, Aloe-vera, Fichus, medicinal plants to name a few.

TUTORIALS

The Institution follows the tutorials practice Academic, professional as well as personal counseling to the students. The student also prepares a group presentations and present them in class. The topics include different issues and problems. Before the exams the student get a chance to get their doubts clarified.

One of the best and unique practices of the Institution is the ‘Brainstorming’ sessions conducted after every term examination wherein the question paper and the feedback received by the student is discussed in detail.

A unique feature of the Institution is the ‘remedial session’ which the Institution organizes for the student who are unable to cope up with course curriculum. These sessions are conducted outside the timetable and provide more concentrated and corrective inputs to the students enabling them to deal with the rigours of the course.

Criterion VI : Governance and Leadership

6.1 Institutional Vision and Leadership.

6.1.1. State the vision and mission statement of the institution and give details on how the institution.

- a) Ensures that the vision and mission of the institution is in tune with the objectives of the Higher Education Policies of the Nation ?**
- b) Translates its vision statement into its activities?**

Lingaya's Lalita Devi Institution has made a niche for itself in the arena of education by spreading its fragrance with budding Professionals who are nurtured and groomed towards excellence to serve the society. The Institution maintains its focus on the vision and mission for effective governance and leadership. It believes in empowering emerging evolving and encompassing towards development of a global knowledge society.

VISION

Emerge as an educational centre for providing facilities of professional Education to students and thus facilitating them for a pivotal role in Nations' program of growth and development. To transform our students into thoroughbred educational professionals for a humane society. This is done by using variety of innovative approaches so as to become an Institution with a close social, educational and industrial interface.

MISSION

Lingaya's Lalita Devi Institution of Management & Sciences, strives to provide the best Educational professional training to its students. It seeks to develop skills, knowledge and improve the overall personality of the students with respect to education as well as responsibility towards the society. The Institution is dedicated to improve social and economic standards of the society by working for human welfare through education. It aims to :

- Inculcate practical knowledge with theoretical background in order to develop a bent of mind which is more professional and conforms to the recent and required skills for the respective profession
- Transform students into knowledge workers who would be trained not only for the field of their choice but at the same time would work for the betterment of society.
- Make a constant effort to develop spiritual and mutual culture that would help for the upliftment of the society.

The vision & Mission of the Institution is communicated to the students, teachers, Staff & other stakeholders through the web Site of the Institute, prospectus also predominately communicated through the orientation programme conducted by the Institute at the beginning of the every academic year.

- a) Being a part of the system of Higher Education, the institution is bound to follow the objective of Higher Education policies of the Nation.
- b) The vision and mission of the institution was and is to equip students from all the sections of society especially to educate the under privileged sections to bring them into the mainstream so that they can contribute to the development of society.

6.1.2 Enumerate the Management's commitment, leadership- role and involvement for effective and efficient transaction of the teaching – learning process.

The Managing Committee which is the apex body of the Institution comprises of distinguished academicians and. eminent personalities who are committed to the cause of disseminating quality teacher education. The Management adopts a democratic and transparent style of functioning with the Director receiving complete autonomy in carrying out the day to day functioning of the Institution. At the same time the management takes keen interest in being kept informed about the various endeavors undertaken by the Institution.

6.1.3 How does the management and the Head of the institution ensure the responsibilities are defined and communicated to the staff of the institution.

The Director of the Institution with consultation of the management divide the academic work into different portfolio, for each portfolio committees of 3-4 staff members are formed with one of them as coordinator of committee.

The teachers are assigned different committees according to their experiences and abilities. These committees meet the Director to discuss the details of the planning and execution of the work. Prior to the commencement of the session the committee holds a meeting and submit the reports to the Director giving the details of annual planning of the activity and execution of work along with quality assurance determination.

6.1.4 How does the management/Head of the institution ensure that adequate information (from feed back and personal contacts etc.) is available for the management, to review the activities of the institution?

The Director of the Institution takes active part in the qualitative development for the progress of the Institution. The Institution ensures valid information for feedback by getting feedback forms filled up by students and the staff members after the completion of each activity of the Institution and by regularly interacting with the present students of the Institution. The Director and Management also participate in deliberations at Grievance Redressal Cell and collect feedback and suggestions, thereby sort-out the difficulties of the faculty members and students for smooth functioning of the Institution

6.1.5 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The As reflected in the aforementioned discussion of Criterion VI, 6.1.4, the Institution management is well informed and aware of the progress of the academic and non academic activities of the Institution. The Director pays utmost attention to sharing the faculty's accomplishments with the Institution Management through the annual written reports and regular oral interaction. The management has an open door policy to meeting and interacting with the faculty. The management encourages and supports the faculty's role in bettering the effectiveness and efficiency of the Institutional process by providing the necessary backing, assistance and resources to support the endeavor. The letters from the management appreciating the faculty's commitment and dedication to the entire educational transaction is an immense source of impetus for the faculty.

6.1.6 Describe the leadership role of the head of the institution in governance and management of the institution.

The Director works as a link among various pillars of education. He facilitates complete independence of thought and action in curriculum transaction. The Director of the Institution provides the administrative staff complete freedom and authority to take decisions in the administrative tasks assigned to them. Faculty and the staff members are given a specific job for

which they are trained and have to assume responsibility for the same. There is regular reporting by the administrative staff of the tasks completed to the Director of the Institution. There is decentralization of tasks and handling of portfolios. The Director of the Institution motivates the faculty to take initiative in having an innovative conduct of curriculum for which there is an allocation of technological and print resources. Such freedom to experiment enables the faculty to be equipped to respond to new educational situations in a flexible and creative manner.

Overall the Institutional leadership displays sensitivity to others' well being and feelings, predisposition towards participatory decision making processes, and penchant to enable the Institutional personnel to work towards and contribute to social change and effective educational processes.

6.2. Organization Arrangements.

6.2.1 Give the organization structure and details of the academic and administrative bodies of the institution. Give details of the meetings held, and the decisions taken by these bodies, regarding finance, infrastructure, faculty recruitment, performance evaluation of teaching and non- teaching staff, research and extension activities, linkages and examinations held during the last two years.

With a view to provide and ensure proper management of administrative, financial and academic functions and monitoring student's activities of the Institution, there are committees in the organizational structure of the Institution. The Director in consultation with the Management and faculty allocates the Committees before the commencement of the academic year. The overall In-charge in co-ordination with the Director ensures the effective and smooth functioning of the Institution. For smooth functioning of the Institution, it constitutes various committees. The details of each committee and its function are as follows:

- 1. Time Table Committee:** It holds regular meetings to plan and frame time-table for the session and to make required changes/adjustments as and when required on daily basis.
- 2. Examination Committee:** The Examination Committee holds meetings before and after every Examination to plan date sheet, format for question papers and allocate duties, etc.

3. **Discipline Committee:** Discipline Committee holds its' fortnightly meeting and review different disciplinary matters related to students, teaching and non teaching staff and report to the Director for necessary disciplinary action.
4. **Student Advisor Committee:** The committee consists of teaching personnel and students of the Institution. The committee holds its' meeting periodically as and when required. The matters relating to students academic issues are resolved. The students also participate and their suggestions are considered in the interest of students.
5. **Cultural Committee:** The committee consists of faculty personnel and students. The committee frames and reviews the schedule of various cultural activities to be done in the Institution periodically.
6. **Internal Assessment Committee:** The committee consists of faculty personal directed by the Director. The committee works according to the directions of the University and finalize the internal assessment marks of the students.
7. **Tours and Trips Committee:** The committee consists of faculty members and students. The committee frames the tours and trips programs of the Institution and reviews the programs.
8. **Morning Assembly Committee:** The committee has been framed by students and directed by senior faculty member. The committee manages morning assembly activities.
9. **Library Committee:** It holds meetings at periodic intervals to discuss the needs and requirements felt by the Staff and Students through meetings of student representatives and other student council members and updating is done accordingly.

6.2.2. To what extent is the administration decentralized? How does the institution collaborate with different sections/Departments and personnel of the institution to improve the quality of its education provision?

Each Committee is headed by senior Faculty member and a host of other members from faculty, non- teaching and students who take decisions to improve the academic environment of the institution thereby de-centralizing the administrative process.

6.2.3 Does the institution have effective internal coordination and monitoring mechanisms? If yes, specify.

The meeting of all statutory bodies is held frequently to discuss the various problems of the students. There is effective internal co-ordination among teachers. Responsibilities of various committees are regularly monitored by the Director.

6.2.4 Does the institution have a Grievance Redressal Cell for employee?

If yes, what are its functions? List the number of grievances redressal during the last two years.

The institution has the associations of teaching staff and non-teaching staff as well. The association look after the requirement of the persons concerned with. For example the non teaching staff is provided uniform on their demand. In the governing body of the management, the representatives from teaching and non teaching staff are selected for redressing their complain, if any, exists.

No such cases were reported in the last two years.

6.2.5 How many times does the management meet the staff in academic year?

What are the major issues discussed during the last meetings.

The management committee usually meets at the start of every semester to discuss the problems and approve the budget for various welfare schemes for students and employees etc.

6.2.6. Is there a cell to prevent sexual harassment of women staff? How effective is the functioning of the Cell.

There is a Women Cell in the Institute. The Women Cell is vested with the power to redress grievances related to sexual harassment of women

students/staff in the campus. No case of sexual harassment has been reported in last two years.

6.3 Strategy development and deployment

6.3.1. Describe the procedure of developing the perspective institutional plan. How are the teachers, students and Administrators involved in the planning process?

The development of the institution is a continuous process. The most important feature of the recent planning is updating the library with Library software, process of getting the Institute accredited by NAAC. These committees run by co-ordination among teachers, administrative staff & students.

6.3.2. How are the objectives communicated and deployed to all levels to ensure individual employee's contribution for the institution development?

The HODs supervise the academic contribution of the faculty and the conveners of different committees ensure the participation of its' members thus ensuring that they contribute for the institutional development.

6.3.3. List the different committees constituted for the management of different institutional activities. Give details of the meetings held and the decisions taken, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations held during the last two years.

Details have been given in 6.2.1 and 6.2.2.

6.3.4. Has the institution an MIS in place, to select, collect, align and integrate data and information on the academic and administrative aspects of the institution?

Yes, the prospectus, The Institute Excel and the website contain all the data.

6.3.5 Does the institution use the various data and information obtained from the feed back, in decision- making and performance improvement?If yes, give details.

The data of previous performance is utilized for further development.

6.3.6 What are the institution's initiatives for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments, creating providing conducive environment, etc.)

The Institution provides platform for growth and development to all the faculty members and students. The friendly atmosphere creates a sense of belongingness and thus all activities are carried out in a pleasant atmosphere. The Director, faculty members and all the students share their knowledge, innovation, and creativity. The faculty members are deputed for various academic development programs like seminar, workshop, conference, symposia, etc.

Cooperation:

The Director of the Department creates a conducive environment, where every member of the Institution is inserted to be independent thinking coworkers. The Director follows the process of consensus decision-making where the agreement of most faculties is taken in the resolution of tasks to be done. Due attention is given by the Director to the dissemination of information about any educational or administrative decision taken to all members of the Institution. This has created a strong internal coordination and cohesive between all units of personnel functional in the Institution.

Sharing of expertise:

The faculty is intrinsically and extrinsically motivated to experiment innovative strategies in their classroom sessions which are observed and imbibed by the other faculty. Such observations of co faculty's classroom practices facilitate Institutionalization of a new teaching learning practice. A unique feature of the Institution is the Intellectual Sharing' sessions which are conducted biannually and at times triennially also. These sessions provide a platform for the faculty of the Institution to share amongst themselves their experiential observations of an innovative strategy implemented in the classroom and the competencies acquired by them.

Creating/providing of conducive environment:

In order to meet the ever changing demands of the student population the Institution encourages the faculty to empower themselves by upgrading their Personal, Pedagogical, Andragogical and Technological competencies by attending various international, national, state and regional level workshops, seminars and conferences and implementing the same through classroom transactions. Faculty members are provided unconditional and wholehearted support to initiate novel Instructional strategies. The Institution provides a technical support to the teacher educators to technologically enhance their educational transactions by equipping each classrooms of the Institution with LCD projector and internet facility. The Institution also motivates the faculty to enhance their technological skills by providing flexibility and freedom to take technology related courses.

The Institution encourages the principle of being 'Life Long Learners' and this is reflected in the numerous in-service certificate, diploma and degree courses undertaken by the faculty to endow themselves with requisite and relevant knowledge for creating Professionals of highest caliber.

6.4 Human resource Management.

6.4.1 What are the mechanisms for performance assessment (Teaching, Research and Service) of faculty and staff? (Self- appraisal method, comprehensive evaluation by students and peers) Does the institution use the evaluation to improve teaching/research of the faculty and service of the faculty by the staff? If yes, how?

For performance assessment of staff members, teachers are required to fill self appraisal proforma which is submitted for their job assessment by the Director and the management. We have adopted a mechanism to collect written and oral feedback from students regarding syllabus, faculties,

infrastructure, facilities and other aspect concerning to qualitative development. The Director plans out academic programs taking into consideration students feedback. Faculty members prepare report of teaching, research and extension service and submit the same to the Director. Professional development of the faculty is the key aspect of all activities. Feedbacks are taken from the employers of organizations wherein students complete their summer internship, with regard to the strengths, weakness and performance level of students and faculty in particular and Institution in general. The inputs received from students, faculty, industry and employers is analyzed for enhancing the academic and administrative process at the Institution and management level.

The performance assessment process is designed to offer a positive opportunity for all staff members to recognize, develop and build upon the skills and experience they already bring to their work and to encourage them to reach their full potential.

All faculty members are encouraged to observe the lectures/seminars/workshops conducted by the other faculties. Feedback is given to the concerned faculty for the improvement of the same.

Some lectures/seminars/workshops conducted by faculty are also videotaped. The respective faculty is encouraged to view the video recording and introspect.

A self-appraisal form is used to evaluate faculty performance in teaching, research and extension. Annually at the end of each semester the student appraisal of other performance and the services provided in the Institution are done. The confidentiality of the entire process is maintained.

The faculty member are allowed to analyze their student appraisal forms so that they are able to understand, appreciate and correct wherever necessary the concerns students. The faculty is encouraged to evolve solutions to any issue identified so that they feel more involved and control of the entire process.

6.4.2 What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well- being, satisfaction and motivation).

The welfare measures for the staff and faculty are taken according to the ordinances issued by the state govt. from time to time.

6.4.3 What are the strategies and implementation plans of the institution, to recruit and retain faculty and other staff who have the desired qualifications, knowledge and skills.

We recruit staff through the policies decided by University. Advertisement for the requirement of staff is published in the leading newspapers followed by interview through the University Panel. Good grades and awards/honours are given to retain the faculty.

The Institution receives full salary utmost care is taken to see that all the rules regulations framed by the statutory and regulatory bodies like the State Government, UGC, and are followed while making regular appointments.

The Institution enjoys a good reputation and has no difficulty in recruiting fully qualified and competent faculty. Whenever there is a vacancy, proper advertisements in the local dailies are given. The entire process of advertising and recruitment is completed within forty days as per the guidelines of the Government.

Similarly whenever there is a vacancy of administrative staff, similar procedure is adopted.

The service conditions for the faculty are uniformly observed as laid down by the University, NCTE and the State Government and for the administrative staff the service conditions are as laid down by the State Government.

The Institution has a very transparent mechanism in recruitment and disbursement of salary. Necessary benefits are extended to every unit of the staff.

The Institution environment fosters to the professional and personal development of one and all as result deserving and competent staffs are retained by the Institution.

6.4.4. What are the criteria for employing part- time/adhoc faculty? How are the recruitment conditions of part- time/adhoc faculty different from that of the regular faculty? (Eg. Salary Structure, Workload, Specializations).

Employment of part-time/visiting faculty is need based and temporary in nature. The part-time/visiting faculty are paid honorarium as per the service rules of the institution.

6.4.5. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (Eg. Budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conference, workshop, etc. and

supporting membership and active involvement in local, state, national and international professional associations).

The institution supports and ensures professional development of its faculty. The teachers are motivated to participate in conference, seminars/workshop etc. The teachers are also encouraged to lead the students to the University and inter- University sports competitions.

6.4.6. How do you assess the needs of the faculty development? Has the institution conducted any staff development programmes for skill up gradation and training of the staff? If yes, give details.

The Institution conduct staff development program. Some major program are mentioned below conducted in last 2 years

- (a) ICT training program
- (b) Personality development program
- (c) Training program for effective microteaching

The Institution has conducted staff development programme to facilitate the conceptual and skill up gradation of its faculty.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (Eg. Budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conference, workshop, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institution provides staff rooms to faculty and space in the Central Library to keep them updated and carry out their research work.

6.5 Financial Management and Resources Mobilization

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, details of the sources of revenue and income generated during the last three years.

No, the Institution is a self-financed Institution and is not getting any kind of grant or financial assistance from government or any other agency. It is managed from the income received only from students' fees. Deficit, as and when occurring, is compensated by the management from its own funds.

6.5.2. What is the quantum of resources mobilization through donations? Give information for the last two years.

The Institute does not receive any type of donations.

6.5.3. Is there adequate budget to cover the day- to- day expenses? If no, how is the deficit met?

The management bears the expenses of day- to – day needs. Hence there is no deficit.

6.5.4 What are the budgetary resources to fulfill the institution's mission and offer quality programmes? (Budget allocation over the past two years). Provide income expenditure statements.

Details given in Annexure VII

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedure and the audit reports for last two years.

The accounts of the Institution are audited regularly by an approved CA. The Institution has Statutory Auditors who conduct audit on quarterly basis which involves scrutiny of fees, vouchers, cash book, ledger and disbursement of funds, salary payment, payment of allowances such as DA, HRA, CCA, and TA and other expenditure incurred. There is no pending audit, objection raised or dropped. The auditors also checks various circulars and important notifications pertaining to accounts and arrears, bills in order to ensure complete transparency in the financial procedures followed in the Institution.

6.5.6 Has the institution computerized its finance management systems? If yes, give details

The Institution has computerized its finance management systems with the help of customized software called Glodyne. The software has interlinked modules:

- Fees Module- Student profile is created along with details regarding the fees.
- Salary Module- Individual staff profile including the details of appointment, date of increment, monthly salary bill, and yearly salary of the staff.
- Accounts Module- Payment vouchers which are entered through Bank Accounts.
- Administrative Module – All Administrative activities are monitored.

6.6 Best practices in Governance and Leadership.

6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution.

The Governance and leadership of the Institution is in fine tuning with the vision and mission statement.

- The governance of the Institution is based on total democracy, flexibility and decentralization of the work. Decisions are taken in a democratic manner through dialogues and mutual consensus arrived through brain storming. The leadership aims at brining about Total Quality in the working and therefore adopts measures like where the strengths of each faculty is tapped and utilized for growth of faculty and Institution.
- The Director chairs all the meetings of the council, where He guides the proceedings in a democratic manner. In the planning and implementation of all academic activities. The Director seeks opinion from the coordinator of all the course before taking the final decision. He regularly interacts with the management to ensure appropriate allocation and utilization of resources for the preparation of students.
- Executive powers are delegated to the various committee conveners as they are given autonomy to plan and implement curriculum transaction for each course. They also receive all relevant feedback from the students, staff, parents and other stakeholders and place it before the Director in the monthly meetings. This has ensured a second line of effective leadership in the Institutional management.
 - The leadership adopts austerity in financial management so as to provide funds for need based academic growth.
 - There is internal and external auditing of the academic and administrative activities done via staff meeting, Local Managing Committee meeting, and periodical reporting to GGSIPU.

- The focused and goal oriented leadership has succeeded in mobilizing huge funds for research and academic activities through different agencies.
- The leadership has built state of the art learning and physical resources.
- The Institution has diversified its activities and is a centre for excellent higher education and research.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

7.1.1 What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative systems?

For quality assurance within the existing academic and administrative systems, the Institute has set up Internal Quality Assurance Cell (IQAC) in the year June 2008 to develop a system for conscious, consistent and catalytic improvement in the performance of the institution.

The IQAC (2008) comprises of the following members:

- Director
- All HODs (Committee Coordinators)
- Lecturers (Committee Members)
- Administrative Officers

7.1.2 What are the functions carried out by the above mechanisms in the quality enhancement of the institution?

For the quality enhancement of the Institution, functions performed by IQAC are given as under:

- IQAC has developed quality benchmark in all activities of the Institution to ensure continuous improvement in the entire operations of the Institution.
- IQAC has charted initiative and efforts to prepare a vision, mission document for the institution.
- IQAC organises workshops, awareness programmes, study circle and special lectures on quality innovations, TQM and workshops related to ICT, leadership, governance and strategic perspective planning.
- IQAC acts as a nodal agency of the Institution for quality related activities of teaching, research and outreach. It analyses the feedback received from all stakeholders and inform the concerned authorities about its outcome for correction and amelioration. It also gives appreciation letters to the well deserving staff for their performance.

- IQAC records, disseminates and monitors quality measures of the Institution related to various academic and non-academic activities.
- IQAC plans and implements quality initiatives and has established several cells and centers like Publication Cell, Placement Cell, Career and Counseling Cell and constituted various committees to initiate activities of both academic and administrative nature.
- IQAC endeavors for the optimization and integration of modern methods of teaching and learning in the Institution such as use of Co-operative Learning, Multiple Intelligence, ICT integrated teaching and various models of teaching.
- IQAC looks after the adequacy, maintenance and proper allocation of support structure and services.
- IQAC monitors the quality of research papers published/being published.
- It monitors publication of Institutes professional journal ‘Lingaya’s Lalita Devi Journal of Professional Studies.

IQAC is the apex body for channelizing the efforts and measures of the Institution towards academic excellence.

7.1.3 What role is played by students in assuring quality of education imparted by the institution?

Students of the Institute are disciplined and receptive. They actively participate in all the curricular, co-curricular and extra curricular activities of the the Institute. Students also have representation in various committees and give suggestions to strengthen the academic atmosphere. Students are also given free hand in organizing of various events and activities.

7.1.4 What initiatives have been taken up by the institution to promote best practices in the institution? How does the institution ensure that the Best Practices have been internalized?

The Institute always looks forward for some innovative practices in teaching-learning process and other allied student-centric activities. The Institute has created the best academic environment, which support and takes care of the progression of the students. In such type of environment, faculty guides, motivates, support and mentors the student for all academic, co-curricular activities and for all personal problems. Institute organizes from time to time visits to the industry such as manufacturing, trading, media houses, printing press etc. Institute also provides facility to students to explore their hidden talent through cultural events and departmental events.

7.1.5 In which way has the institution added value to the quality enhancement of students?

The Institute has outsourced a value added programme by way of “personality Development programme” which is compulsory for all the students. In such a programme various aspects of personality, such as grooming of students, building of confidence, developing presentation skills through role playing, interaction, discussion etc. is been taken care of. There are various other activities, which helps the students to develop their life skills, training, community orientation, good citizenship and the all round development of the students. The students of BBA and BJMC are also encouraged to organize various event like T³ (Tomorrow’s Tycoons Today), Management Quiz/games, Media Kumbh, photoholic etc.

7.2 Inclusive practices

7.2.1 What practices have been taken up by the institution to provide access to students from the following sections of the society:

- a) Socially-backward
- b) Economically-weaker and
- c) Differently-abled

The Institute does not adopt any special strategy to access students of the above mentioned classes because as brought out earlier the overall admission process is looked after by GGSIP University. The University does admissions through common entrance test and central counseling however, the university has reserved seats for various categories to ensure equality and access of all the category students. The details of reserved seats allotted to different categories by the university are given below:

S.N.	Category	Seats reserved
1	Delhi General	56%
2	Delhi Schedule Caste	13%
3	Delhi Schedule Tribe	0.83%
4	Delhi Defense	4.17%
5	Delhi Physical Handicapped	2.5%
6	Outside Delhi General	10%
7	Outside Delhi Schedule Caste	1.67%
8	Outside Delhi Schedule Tribe	0.83%
9	Outside Delhi Defense	0.83
10	Outside Delhi Physical Handicapped	--
11	Management Quota	10%

7.2.2 What efforts have been made by the institution to recruit 1) Staff from the disadvantaged communities? Specify?

- a) teaching
- b) non-teaching

The teaching & non teaching staff is recruited according to the rules and regulation of affiliating university and UGC. The advertisement is published in minimum two reputed newspapers. The received applications are screened and the suitable candidates are called for the interview. Worthy candidates are then selected on the basis of eligibility and merit and not on the basis of advantaged or disadvantaged communities. However, the endeavors of the Institute to employ GP”D” support staff from the adjoining villages who belong to disadvantaged class.

7.2.3 What special efforts are made to achieve gender balance amongst students and staff?

The Institute follows all the norms prescribed by GGSIP University & UGC during selection of teachers. The selection panel consists of all the members required as per the rule. The candidates are selected on the basis of the eligibility and merit and not on the basis of gender. As far as the gender balance among the students is concerned it is reiterated that the admission process is looked after by GGSIP University through CET and central counseling. The Institute has no role in the admission process.

7.2.4 Has the institution done a gender audit and/or any gender-related sensitizing courses for the staff/students? Give details.

The Institute has not done any gender audit or course as mentioned above as no need for the same has been felt so far.

7.2.5 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/tribal backgrounds?

The Institute concentrates on the all-round development of the students. It is, therefore, compulsory for all the students to attend ‘Personality Development Programme’ In which various aspects of personality, such as grooming of students, building of confidence, developing presentation skills through role playing, interaction, discussion etc. has been taken care of. There are various other activities, which helps the students to develop their life skills, training, community orientation, good citizenship and the all round development of the students.

7.2.6 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?

The Institute monitors the students academic progress in totality and not on the basis of advantaged or disadvantaged students. Moreover, measures for improvement in academic progress are also done on the basis of regular feed back and of necessity, and not on the basis of disadvantaged students.

7.2.7 What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and staff? How have such initiatives reached out to the community?

The Institute follows the norms prescribed by GGSIP University and UGC during selection of teachers. Likewise the students are enrolled through the affiliating University, through CET and central counseling.

All the activities in the institute including academic activities are students centric and there is no discrimination at any level. This strengthens the social-justice and helps the students and staff to be better citizens. Incidentally it is stated values and ethics are taught to the students as per the syllabus of the University.

7.3 Stakeholders Relationships

7.3.1 How does the institution involve all its stakeholders in planning, implementing and evaluating the academic programs?

The various stakeholders of the University and their involvement is explained as under:

MHRD/UGC	<p>The rules of the Institute are approved and notified by Guru Gobind Singh Indraprastha University (GGSIPU), based on recommendations of Expert committee visits by MHRD and UGC, which provides overall framework of the University.</p> <p>The Institute is in compliance to all rules and regulations laid by statutory bodies, GGSIPU and UGC</p>
Industry	<p>Involvement of the Industry is maintained by associating eminent industry experts with all statutory decision making bodies.</p> <p>This provides them an opportunity to project the manpower requirement of the industry, inputs on curriculum development, training requirements etc.</p> <p>Active support of the Industry is available to the Institute for industry visits by students, summer placements, internships, etc.</p> <p>The industry's stake is evident from excellent placement record.</p>
Students & Parents	<p>Students provide feedback on our academic processes and facilities through feedback forms. The views expressed by the students are given due consideration.</p> <p>Suggestions made by parents of students are also given due consideration</p>
Institute Employees	<p>Valuable suggestions are received on continuous basis from members of faculty/staff as a result of which many staff welfare measures and augmentation of facilities/services has taken place. Major ones are:</p> <p>Introduction of LIC Welfare Schemes</p> <p>RO systems for drinking water/regular check up of PH factor.</p>
Neighboring Community	<p>Regular short term training programmes are conducted for the rural youth free of cost during summer vacations.</p>

7.3.2 How does the institution develop new programs to create an overall climate conducive to learning?

The Institute is affiliated to Guru Gobind Singh Indraprastha University. As such there is no provision for us to develop a new programme. We can however, seek introduction of a new course or courses of which are already being run by the University/affiliated colleges, if the need so arises..

7.3.3 What are the key factors that attract students and stakeholders resulting in stakeholder satisfaction?

- Excellent infrastructural facilities and congenial learning environment
- Curricula benchmarked with that of renowned universities, appropriately designed with Indian Industry needs in mind.
- Latest teaching/learning methodology and evaluation techniques
- Excellent Placement record since inception
- Discipline and Value system.

7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co-curricular activities, research, community orientation the personal/spiritual development of the students?

Our cordial relation with each and every stakeholders all pervasive academic environment on campus has strengthened the contributive approach of all stakeholders for the overall development of student. This prevailing academic environment attracts the co – operation from stakeholders spontaneously.

7.3.5 How do you anticipate public concerns in your current and future program offerings and operations?

External Experts from Academic & Industry are on the panel of our governing Body. Their advice takes care of public concerns as well as Industrial scenario.

7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive program for the same?

- Organizing Blood donation camps through NGO are regular features.
- Student's contribution in cases of catastrophe like tsunami, earth quake, Floods etc. They help through monetary and non monetary assistance.
- Incase of unfortunate happenings with any of the institute member, students stand together and help each other in every possible way.
- Community development programmes for better understanding and empowerment of environment around the Institute.

7.3.7 What are the institutional efforts to bring in community-orientation in its activities?

The Lingaya's Lalita Devi Institute of Management & Science is not only imparting professional education to its students in emerging areas of Management & Mass communication but it also endeavors to meet its responsibility towards society at large. With this objective in view, we have provided assistance to the neighboring villages, organizing blood donation camps through NGOs is our regular features. Students visit the villages to promote awareness on health, ecology and related matters as part of Community Development.

7.3.8 How does the institution actively support and strengthen the neighborhood communities? How does the University identify community needs and determine areas of emphasis for organizational involvement and support? How do the faculty and students contribute in these activities?

The Lingaya's Lalita Devi Institute of Management & Science is not only imparting professional education to its students in emerging areas of Management & Mass communication but we are also aware of our responsibility towards society at large. With this objective in view, providing assistance to the neighboring villages, organizing blood donation camps through NGOs and Community Development activities are our regular features. Our medical facilities available in the Institute can also be extended to benefit the localities. Students visit the villages to promote awareness on health and related matters as well as on the importance of literacy. They get a feedback and find the areas where more involvement and emphasis is required from the organization.

7.3.9 Describe how the institution determines student satisfaction, relative to academic benchmarks? Does the institution update the approach in view of the current and future educational needs and challenges?

Students response received through feedback forms is given due consideration. Student's educational needs (present and future) are addressed by periodically interacting with the GGSIP University for revision/upgradation of curricula/scheme of teaching and evaluation and also incorporating inputs/future needs of the industry.

7.3.10 **How does the institution build relationships**

- **To attract and retain students:** by providing all round quality education, special attention to slow learners and keeping in touch with their parents.
- **To enhance students' performance:** through student centric methodology, continuous internal evaluation being monitored by concerned teachers, regular counseling, creating interests among students through industry visits, summer internships, project work, etc. Additional exposure is also provided through guest lectures taken by eminent experts, event management and various co-curricular activities.
- **To meet their expectations of learning:** by taking periodical feedback from students.

7.3.11 **What is the institution's complaint management process? How does the institution ensure that these complaints are resolved promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder-relationship and satisfaction?**

Student grievances have generally been few and are resolved at the level of Class Counselor Course Coordinator/HOD/Director

However the system of redressal is as follows

Through Class Counselor/HOD/and then to the Director in Academics and other matters. Additionally, a complaint/suggestion box has also been placed at the entrance of the Management Block for the students to project their specific grievance, if any.

Genuine students grievances like canteen, bus service, dispensary in campus, improvement in sports facilities, student education loan tie-up, as received in feed back etc are given utmost priority and redressed fully and effectively. Prompt redressal of grievances has led to better satisfaction among the students/parents.

Evaluation Report- ---- BBA Department

Faculty profile- adequacy and competency of faculty:

There are Eighteen Permanent Posts of Management Faculty members in the Deptt of Business Administration

Appointment	No.	Ph.D/M.Phil
Professor	1	Ph.D
Asst Professor	5	Ph.D- 1
Sr. Lecturer	1	Ph.D pursuing- 4
Lecturer	11	M. Phil- 4
Total	18	

The Faculty is fully qualified, energetic, competent and having interest research and other academic activities like participation in national and International level conference and Seminars.

Student Profile: entry level competencies socio-economic status, language proficiency etc.

Number of Students in BBA Department: 323. The break up is as under :

- Delhi General 303
- Outside Delhi General 11
- Delhi Defence 04
- OBC 04
- Outside Delhi Defence 01

Since Guru Gobind Singh Indraprastha University (GGSIPU) controls the process of admission and nominate students to a particular Institute affiliated to (based on results of CET and preference of Institute), The students profile changes on a yearly basis.

Socio-economic Status –

Out of Total admitted students (Boys and Girls)

Boys 238

Girls 85

Majority of our students belong to the upper middle class and middle class families.

Rural – Urban Ratio

Almost all the students are from urban area.

Marital Status-

None of the student in BBA & BJMC are married.

Language Proficiency –

As per the guidelines of Guru Gobind Singh Indraprastha University (GGSIPU) the preferred medium of teaching is English.

Changes made in the Courses or programmes during the past two years and the contribution of the faculty of those changes.

To be in sync with the thriving industry, Guru Gobind Singh Indraprastha University made changes in their course content for Management discipline in 2009 & 2010.

Contribution of Faculty-

Since the institute is affiliated to Guru Gobind Singh Indraprastha University (GGSIPU), it follows the curriculum framed by the university. GGSIPU is a premier university in India at Delhi. The Institute co-participates and plays an active role in the revision and reframing of syllabus and curriculum of the courses. The university always gives high thrust to our suggestions regarding curriculum designing of Management courses.

Trends in the success and dropout rates of students during the last years.

Success Ratio

97%

Dropout Ratio

03%

Learning resources of the department Library, computers, Laboratories and other resources.

- Library cum Reading Room of the Institute
- Computer Lab
- Wi-Fi Internet Campus.
- Audio Lab
- Video Lab
- Communication Lab

Modern teaching methods practiced and use of ICT in teaching learning:

Modern Teaching Methods used - The Members of the faculty use the Institute Library and Internet Facility (Available, in the Institute and at home) for teaching purpose. The students of the the Institute also frequently use the Books, Journals and Periodicals and subscribed in the Library of the Institute. The faculty takes onlin attendance and uses PPT for conducting classes.

Participation of teaching in Academic and personal counseling of students

The faculty member take personal interest in teaching, counseling and advising the students not only in academics but also in career guidance. Besides this we have a career guidance. Besides this we have a career Guidance and Counseling cell which advises the students about future courses of action available with the student with regard to placement or going in for higher education.

Details of faculty development programmes and teachers who have benefited during the past two years.

The faculty development programme (FDP) on “Team Building” and a workshop on “Stress management” were conducted on 4, feb 2011. All the faculty members actively participated in above mentioned programmes and were immensely benefitted.

Participation/Contribution of teachers to the academic activities including teaching, counseling and research:

Faculty Members always encourage students to ask questions. Besides this, students are gven assignment and are asked to get them checked from the concerned teacher. The students are encouraged to give presentation before faculty as well as class students. They are prepared to equip well for their best performance in university Exam.

Faculty of BBA department habitually participate in national and international Seminars, Conferences, and workshops to make themselves well equipped with latest development in the field of teaching methods.

Since the Institute runs the undergraduate course, only the basic format of Research and Methodology is taught to the students. Minor Research projects under the guidance of faculty members are also carried out.

Collaboration with other Department/institution at state, National and International levels and their outcome during the past two years.

Educational Trip of Students:

S. No.	Date	Name of Event	Target Audience	Venue
1	29 th Jan. – 3 rd Feb. 2011	Educational Trip to Goa	All the Students of 5 th Semester	Goa

Industrial Visits of students:

S. No.	Company	Purpose	Date	Semester	Concern Person
1	Honda Ltd., Gurgaon, HR	Industrial Exposure	16 th February 2011	2 nd Semester	Mr. Harsh Kumar
2	CEL, Sahibabad, Delhi	Industrial Exposure	11 th March 2011	2 nd Semester	Mr. R.C. Lamba
3	Shimi Research Centre Pvt. Ltd., G.T. Karnal Road, Delhi	Environmental awareness	03 rd March 2011	6 th Semester	Dr. S.C. Gupta
4	Hemla Textile Pvt.Ltd., Fridabad Haryana	Industrial Exposure	13 th Oct 2011	3 rd Semester	Mr. Mohit Khera

GUEST LECTURES

S. No.	Date	Guest Lecturer	Topic	Semester
1.	26 th August 2010	Dr. Jitendra Singh (Sr. Scientist, DRDO)	Communication Skill	2 nd , 3 rd & 5 th Semester Students
2.	25 th November 2010	Mr. Amit Srivastava	Strategic Management	3 rd & 5 th Semester Students
3.	21 st Jan 2011	Dr. Avinash Kumar	Organistical Behaviour	4 th & 6 th Semester
4.	14 th Oct 2011	Mr. Rohit Srivastava	FDI and India	1 st & 3 rd Semester
5.	2 nd Nov 2011	Prof. Mukul Jain	SEBI	3 rd & 5 th Semester

Priority areas for Research and details of the ongoing projects, important and Note worthy publication of the faculty, during the last two years.

Since the Institute is running only undergraduate programme there is little scope for research. The details of publication of the faculty is given below

Mr. Amit Naru Mobile Marketing: A New Mantra for advertising	Corporate Professional	Taxman Publisher	May, 2008
Mr. Amit Naru Credit Risk Management and Basel-II Challenges before Indian Bank	IMS Manthan		August, 2008
Ms. Gayatri Kumar Enterprised Data security with cryptographic algorithms	Lingaya's Lalita Devi Journal of Professional Studies		11-12 March 2010
Mr. Pranav Mishra Digital media tool of advertising	Journal of Media & Communication	Amity	July 2011
Mr. Pranav Mishra Customer satisfaction in banking inst.		VBSPU	Aug 2003

Placement record of the past students and the contribution of the department to aid student placements.

We have a dedicated placement cell where the faculty concern takes personal interest in helping students to get job offers and internships. We have a close collaboration with the industry which in turn helps us in providing our students with various avenues for internship and placement.

A large number of students have got placement in various organizations. Some examples are given below –

COMPANY	NO. OF STUDENTS	POST OFFER	OFFERED SALARY
(14 th January 2010) MTS (Marketing), Delhi	7	Sales Executive	` 8,000-10,000/- Month

(11 th February 2010) Unitech (HR), Gurgoan	2	HR Executive (Trainee)	` 12000/- Month
(23 rd February 2010) India Bulls Securities, Gurgoan	1	HR Executive	` 10,000 /- Month + Incentive
(7 th April 2010) Citi Bank Group, Delhi	5	Marketing Executive	` 2.6 Lakh Per Annum + Incentive
(12 th June 2010 & 4 th December 2010) Hays Business Solution Pvt. Ltd. DLF Gurgoan	15	Finance Executive (Trainee)	` 11,000 per Month + Meal + Cab + Incentive
(18 th Nov 2011) NIIT organized Campus Interview for HCL Ltd. & ICICI Bank Ltd.	8	Marketing Trainees	15,000-20,000 per Month

The following companies have shown their interest to visit the campus of the Institute in near future for the placement purpose of our students:

- Cipla Ltd.
- iMax Bupa
- Citibank Ltd.
- Hays Business Solution
- Unitech Ltd.
- Cefin Technologies
- BP Incorporate
- SBI Life Insurance Co. Ltd.
- HDFC Standard Life Insurance Co. Ltd.
- FAB India Pvt. Ltd.

Avg. Salary ` 16,000/-

Min. Salary ` 8,000/-

Max. Salary ` 20,000/-

Many of the students have gone for higher studies or specialization courses in different Institutes of repute.

Plan of action the department for the next five years.

Plan of Action of the department for the next five years.

To provide industry oriented exposure to the students.

To Organise National Seminar.

To Organise Symposium.

To Invite prominent Personalities and Management Scholars of repute to deliver the guest lecture.

Group Discussion, Quiz, Media Project.

Organise Co-Curricular Activities.

In view of the enhancement of academic vision, it is proposed to organize above-said activities so that the students become more focused and get prepared for facing the challenges of outside world and the Industry.

Evaluation Report - BJ(MC) Department

Faculty profile- adequacy and competency of faculty:

There are Two Professors, Five Assistant Professors, Ten Lecturers in the Department of Journalism and Mass Communication. Three Faculty Members holds the Ph.D Degree while six have M.Phil Degree and Four Faculty Members are per suing their Ph.D Degree. The Faculty has a perfect mix of industry and academic exposure and is fully qualified, energetic, competent and having interest in research and other academic activities like participation in national and International level conference and Seminars.

Student Profile: entry level competencies socioeconomic status, language proficiency etc.

Number of Students in BJ(MC) Department: 162

Delhi General	115
Outside Delhi General	42
Delhi Defence	2
OBC	2
Outside Delhi Defence	1

Since Guru Gobind Singh Indraprastha University (GGSIPU) controls the process of admission and nominate students to a particular Institute affiliated to it, the students profile changes on an yearly basis.

Socioeconomic Status –

Out of Total admitted students (Boys and Girls)

Boys	86
Girls	76

Majority of our students belongs to the upper middle class and middle class families.

Rural – Urban Ratio:

Almost all the students are from Urban area.

Marital Status-

None of the student is married.

Language Proficiency –

As per the guidelines of Guru Gobind Singh Indraprastha University (GGSIPU) the preferred medium of language is English.

Changes made in the Courses or programmes during the past two years and the contribution of the faculty of those changes.

To be in sync with the thriving media industry, Guru Gobind Singh Indraprastha University made some changes in their course content for Journalism and Mass Communication discipline in 2009. A separate Paper “Writing for Media” was introduced and papers like Indian Government and Politics, Indian Economy and Reforms were reconstructed into a single paper “Socio-Economic and Political Scenario”. In view of the growing need for computer literacy, Computer Lab as a practical paper was also introduced. Paper on New Media was also added to make students well versed about the potential of internet. Environment Communication was introduced for the first time to sensitize students to the environmental issues so as to enable them to include these issues in their media productions. A paper on Contemporary Media Technology was replaced by a paper on Contemporary Issues so that students can contribute to the society in a positive manner by researching and broadening their horizons of knowledge.

Contribution of Faculty-

Since the institute is affiliated to Guru Gobind Singh Indraprastha University (GGSIPU), it follows the curriculum framed by the university. GGSIPU is a premier university in India at Delhi. The Institute co-participates and plays an active role in the revision and reframing of syllabus and curriculum of the courses. The university always gives high thrust to our suggestions regarding curriculum designing of Journalism and Mass communication and Management courses.

Trends in the success and dropout rates of students during the last years.

Success Ratio

97%

Dropout Ratio

03%

Learning resources of the department Library, computers, Laboratories and other resources.

Library of the Institute

Reading Room of the Institute.

Internet

Modern teaching methods practiced and use of ICT in teaching learning:

Modern Teaching Methods used - The Members of the faculty use college Library and Internet Facility (Available, in college and at home) for teaching purpose. The students of the college also frequently use the Books, Journals and Periodicals and subscribed in the Library of the college.

Participation of teaching in Academic and personal counseling of students

The Members of BJ(MC) Faculty takes care for up gradation of regular students of the college. The teaching staff is always available for solving the problems of the students. For Final year students, career counseling cell works, under the guidance of a permanent Faculty Member, to get them proper chance in higher studies, research and placement in Job.

Details of faculty development programmes and teachers who have benefited during the past two years.

Faculty Development Programme (FDP) on Teaching Pedagogy was organized for BJ(MC) Department by Prof. T.K. Thomas from 9-13 May 2011 and a Workshop on "How to Write Research Paper" was conducted on 15 June 2011. All Faculty members actively participated in the above mentioned programmes and were immensely benefited.

Participation/Contribution of teachers to the academic activities including teaching, counseling and research:

Faculty Members teach in classes and encourage students to ask the questions. Besides this, students are advised to write answers and get them checked from the concerned teacher. A topic is given to the students in prior, and students give their presentation before faculty as well as class students. They are prepared to equip well for their best performance in university Exam.

Faculty of BJ(MC) department habitually participate in national and international Seminars, Conferences, and workshops to make themselves well equipped with latest development in the field of teaching methods.

Since the Institute runs the undergraduate course, only the basic format of Research and Methodology is taught to the students. Minor Research projects under the guidance of faculty members are also carried out.

Collaboration with other Department/institution at state, National and International levels and their outcome during the past two years.

BJ(MC) Department of the Institute is closely associated with a premier media organization namely- “Foundation for Media Professionals (FMP)” and students along with the faculty members attend their seminar and symposiums regularly. List of Symposium/Panel Discussions attended by students and faculty members are as follows:

S. No.	Topic	Date	Venue
1	“Media in the Politics of corruption”	31 August 2011	India International Centre, Lodhi Road, New Delhi
2	“Shooting the messenger”	23 rd June 2011	India International Centre, Lodhi Road, New Delhi
3	“Media on corruption: Watch dog or Lap dog”	18 th February 2011	Nehru Memorial Museum and Library, Teen Murti Bhawan New Delhi
4	“Editors as Power Brokers”	26 th November 2010	India International Centre, Lodhi Road, New Delhi

Priority areas for Research and details of the ongoing projects, important and Note worthy publication of the faculty, during the last two years.

Social Media, Media and Democracy, Citizen Journalist, Media and Social Issues.

Books written by Dr. Dharmendra Singh: –

Mass Communication and Social Development– Adhayayan Publications, New Delhi

Media and Mandal- Adhayayan Publications, New Delhi

Adhunik Patrakarita Alochnatmak Vishlashan- Adhayayan Publications, New Delhi

Suchana Samaj Aur Sanchar- Neha Publications, New Delhi

Research Papers Presented by Faculty members in various international and national conferences

S. No.	Title	Date	Venue	Presented By
1.	Is the Fourth Pillar Really Strengthening the Democratic Process	4-6 th March 2011	International Media Conference	Mr. Ravi Chaturvedi (Published)

			Amity University, Jaipur	
2.	Social Media and Democracy-Expectations and Reality	21-23 rd October 2011	International Media Conference Punjabi University, Patiala	Mr. Ravi Chaturvedi
3.	Influence of Social Networking Sites on Inter Personal Relationships of Teenagers	21-23 rd October 2011	International Media Conference Punjabi University, Patiala	Ms. Sanyogita Chaudhary
4.	Traditional Media V/s Social Media Marketing	21-23 rd October 2011	International Media Conference Punjabi University, Patiala	Ms. Sheweta Gaur
5.	Communication Challenges in International Milieu	21-23 rd October 2011	International Media Conference Punjabi University, Patiala	Mr. Gaurav Yadav
6.	Social Responsibility of Media in Contemporary Scenario	13 th March 2010	National Conference Tecnia Institute of Advanced Studies	Mr. Anjani Srivastava
7.	New Media: Emerging Communication Tool for National Development & Environment Protection	19 th March, 2011	National Conference Bangalore University	Mr. Anjani Srivastava

8.	Changing Community Information Environment in Delhi-NCR and Increasing Role of Internet Mobile Phones: A Perspective on	21-23 rd October 2011	International Media Conference Punjabi University, Patiala	Mr. Anjani Srivastava
----	---	----------------------------------	--	-----------------------

	Communication Revolution			
9.	India Against Corruption Vs. Indian Government: Communication Strategies and its implications in Social and Political Arena	27 th December, 2011	International conference Makhanlal Chaturvedi University, Bhopal	Mr. Anjani Srivastava
10.	Spiritual/Religious content and Media: A Humanistic Approach	15-16 th November 2010	National Seminar Kashi Vidyapith Varanasi, U.P.	Dr. Dharmendra Singh
11.	R.T.I. Act 2005 and Mass Media: And Miles to Go	15-16 th January 2011	National Seminar Mahamana Madanmohan Malviya Institute of Hindi Journalism M.G. Kashi Vidyapith Varanasi, U.P.	Dr. Dharmendra Singh
12.	Development and Media: Rhetoric and Reality	18-19 th March 2011	National Seminar Bangalore University	Dr. Dharmendra Singh

Placement record of the past students and the contribution of the department to aid student placements.

We have a dedicated placement cell where the faculty concern takes personal interest in helping students to get job offers and internships. We have a close collaboration with the industry which in turn helps us in providing our students with various avenues for internship and placement.

A large number of students have got placement in various media and other organizations. Some examples are noted down –

Name	Organization/Institute
SIMRAN BAMRAH	NIIT
KOMAL SHOKEEN	AIR
SONAM GAIROLA	PVR
PRERNA JAIN	B.V.B.

SRISHTEE SAHNI	DES. P.R.
NITIN CHAWLA	NEWS 24
ABHIK	YMCA
DIYA LAMBA	JANTA T.V.
ANIL PANWAR	YMCA
SIMRAN BAWA	YMCA
NEHA VERMA	YMCA
RITU CHOUDHARY	YMCA
RUPALI MUKHERJEE	CARROT FILMS
ANOOP GOGIA	NEWS 24
KANIKA BHASIN	IIPM
RIYA SHARMA	YMCA
HAPPY ANAND	YMCA
NITIKA SHARMA	INDIA TV
CHINTU GUPTA	ON EVENTS
SONAM GAIROLA	ITALICS & MARKIGENCE

Many of the students have gone for higher studies or specialization courses in different Institutes of repute.

Plan of action the department for the next five years.

To provide industry oriented exposure to the students.

To Organise National Seminar.

To Organise Symposium.

To Invite Media Personalities and Media Scholars of repute to deliver the guest lecture.

Group Discussion, Quiz, Media Project.

Organise Co-Curricular Activities.

In view of the enhancement of academic vision, it is proposed to organize above-said activities so that the students become more focused and get prepared for the media industry.