



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**LINGAYA'S LALITA DEVI INSTITUTE OF
MANAGEMENT AND SCIENCES**

MANDI ROAD MANDI NEW DELHI

110047

www.lldims.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Lingaya's Lalita Devi Institute of Management & Sciences, NAAC Accredited 'A' Grade Institute, UGC 2(f) approved, 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 kms from Connaught Place & 6 kms from Chhatarpur Metro Station, New Delhi.

The main objective of the Trust was initially to set up the Institute at the present location to cater to the needs of aspiring population in the hinterland of Mandi and adjoining villages 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. The Institute is affiliated to Guru Gobind Singh Indraprastha University (GGSIPU) a pioneer Institution in education running five undergraduate programmes viz namely Bachelor of Business Administration (BBA), Bachelor of Commerce (B.Com(H)), Bachelor of Journalism and Mass Communication BA(JMC), Bachelor of Computer Science (BCA) and Bachelor of Education (B.Ed).

Games, Sports & Physical education are an integral part of the Institute education system. Many versatile students have brought accolades to the Institute by participating in academic, Co Curricular, extra Curricular activities and cultural events etc. Excellent academic performances & meritorious University results of the students represent the Institute's creed of continuously striving for knowledge & learning. Each year students bring many laurels to the Institute by their participation in co-curricular and extracurricular activities and cultural events etc.

The Institute has highly qualified and experienced faculty & staff, who have demonstrated extra ordinary capability in the field of teaching & research. Nearly 1000 students are enrolled in various courses, assisted and supported by 77 capable members of the teaching and 40 members of the non teaching staff during academic year 2022-23. The Institute has been upheld as the most preferred one in South Delhi and parents feel proud to have their wards study in the Institute.

Vision

To 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.

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 their responsibility towards the society

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institute is not only restricted to classroom teaching but includes various experimental and participatory activities to create uniquely enabling experience for student to help each one and accomplish the generic goal of education. The Institute have variety of methods for interacting and innovative methods including the use smart classrooms of ICT, tutorial & continue assignments.
- The organisational decisions are taken by experienced academicians favouring quality in education. The organisation has a well defined hierarchy to address various organisational concerns. Highly qualified matured faculty members work in autonomous and democratic environment.
- The institute organizes enrichment programmes to consolidate learning. This has strong linkage with highly acclaimed scholars and vast network with other organization so as to add value to the teaching-learning system.
- The Institute organizes such activities for overall development of the students this includes student presentation, quiz test, students webinars, student seminar, cultural programmes, health awareness and one flagship event of the institute “Zeal” annually to create active participation of students and multi dimensional development of our students.
- The institute has a large auditorium with the capacity of 1000 studentns.
- BBA, B.COM(H), BJMC, BCA & B.Ed course is popular, has high social value and good demand.
- The institute has modern & State of Art infrastructure for Value Addition of students. Management is supportive and resourceful.
- For best teaching-learning outcome & to facilitate innovative practices, we maintain Teacher- student ratio as 1:20.
- The institute emphasizes on faculty development programmes, sharing of best practices, experts talks and involvement of experts in academic and research activities. To enhance the research acumen, project work is an integral part of the curriculum. Effective and good feedback system to take care of suggestions and concerns for effective decision making.
- This provides efficient, transparent and required access to all associated with academic activity.
- The students adapt to various cultural ethos and value system through organisation of regional cultural activities and festivals. The students also acquire awareness to various language dialects gradually that makes them more confident to face real life situations after graduation.

Institutional Weakness

- There are curricular constraints on account of the prescribed curriculum. Pertinent changes can be affected only through the university system, following is a felt need for introducing more application courses and those of procedures that are often tedious. The college feels more interdisciplinary opportunities.
- Student involvement in sports and games are limited due to space constraints.
- Being an Affiliated Institute and not being certified under UGC Act (12B), research & innovation needs to be supported by the Government Departments & Ministries.
- The Institute has a locational disadvantage being located in a Rural setting of urban area away from the city. The infrastructure in neighbourhood is not properly developed which is major influencing factor affecting admissions and employee retention.
- Postal and effective banking services are not located in close proximity.

Institutional Opportunity

- The Institute organize faculty development programmes and faculty enrichment programs and students' centered activities for development of students and faculty members.
- Organize high profile seminars, conferences, workshops to enhance institution's visibility.
- Being located in National Capital Region (NCR), offers opportunities of sharing resources, with other Institutions such as laboratories, libraries and consultation with large number of experts.
- Motivation, support and involvement of senior Management in giving impetus to innovation for contributing to the society in a big way.
- Adequate opportunities for innovation in collaboration with Industry and Alumni.
- The organisation has already incorporated an ERP system for all five years to facilitate effective control & evaluation.
- Opportunities exist in having judicious mix of conventional faculty/teacher led learning with e-material developed by experts and conducted by facilitators.

Institutional Challenge

- To create a stronger brand image to attract more students from a bigger geographical area and competing with many similar institutions.
- Develop a strong research culture and encourage teachers to enhance their competency by acquiring higher qualifications.
- Strengthen institution community linkage to create synergies.
- To create and organize innovative value added courses for holistic development and self actualization of the individual as a teacher.
- Due to greater competition developing and retaining suitable faculty who are interested and excel in research, consultancy etc has become a challenge.
- Long term continuation of faculty with the institute for long term commitments.
- Adoption and acceptance of technology change and management.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Lingaya's Lalita Devi Institute of Management and Sciences is affiliated college of Guru Gobind Singh Indraprastha University (GGSIPU). The college runs U.G. level professional education programmes in the field of Management (BBA), Commerce (B.Com (Hons.)), Journalism and Mass Communication (BA(J&MC), Computer Science (BCA) and Education (B. Ed).
- 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, B.Com (H.), BA(J&MC), BCA & B.Ed. to foster a holistic development of the students.
- The schedule and duration of all programmes are based on GGSIPU guidelines and plan in academic sessions with timely preparation of academic calendar, timetables, departmental activities for students and the distribution of courses in Holistic way.
- Value addition courses such as Event Co-ordination Control & E-Assessment Programme is added for the all around development of the students.
- Training & Placement Cell (Project work/Field work/Internship), Physical education and sports, Academic and Career Counseling Cell, Grievance Cell, Eco Cell etc are additional bodies which keep the students engaged in various creative and socially useful activities for their development.

- Institution collects feedback on academic performance from various stakeholders.
- Overall, the Institution has always aspired to maintain excellent standards in the field of academic & extracurricular activities.
- Institute has started BCA programme during academic year 2021-22.

Teaching-learning and Evaluation

The seats under various programs run at LLDIMS are sanctioned by the affiliating university GGSIP at various intervals. In the 2021-22 academic year, the Institute commenced the BCA program and took additional affiliation with the BBA evening program with 30 seats. In the academic year, BCA 30 seats were extended further in sanction seats.

The students are admitted strictly as per the GGSIPU admission guidelines mentioned in the admission brochure. The priority is given to those candidates who appeared on GGSIPU administering their own Common Entrance Test (CET) and leftover seats filled by those who qualified for the NTA Common University Entrance Test (CUET) with relevant subject domain criteria.

The reservation policy for SC/ST is followed for admission as per UGC, Delhi, and NCT state governments. The reservation policy is stated in the GGSIPU admission brochure.

As LLDIMS values continuous assessment and evaluation processes, it promotes the participatory learning method. Orientation and induction programs are organised for the students. NSS and NCC are in place to foster holistic development, leadership qualities and social responsibility among the students.

The number of teaching sanction posts is revised on the basis of student-teacher cadre ratio as per UGC notification. The faculties are recruited on the basis of UGC recruitment guidelines.

The university employs a credit-based evaluation system where a course's overall weightage is determined by the credits assigned to it in the syllabi and examination scheme.

In line the Institute follows an internal exam pattern aligned with GGSIP University rules. The evaluation combines internal and external theory papers, which mark a 25:75 ratio, and practical lab-based/projects courses, which are 40:60, respectively. For the fair examination at the Institute annually, the Institute reconstitutes the examination committee. The internal assessment of theory papers comprises 15 marks for theory papers that are mandatory to be conducted as per the GGIP University academic calendar schedule and ten marks for individual student class assignments/presentations/viva-voce/class participation/quizzes and group discussions.

The feedback is taken from all the key stakeholders, approved by the management, and revised as required before floating.

Research, Innovations and Extension

- A large numbers of collaboration with Institutes, industries, foreign universities, professional bodies and NGO's has been done.
- A research committee has been constituted for promoting research and consultancy works.

- To promote research culture amongst faculty members, the Institute always supports & encourages its faculty members to take up research work and projects. The Faculty are highly qualified, learned and experienced.
- Teachers are encouraged to undertake research projects from various funding agencies such as UGC, ICSSR, Women Cell, NHRC, NAAC, GGSIPU and Seed money is also given to faculties and students for supporting their projects.
- 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.
- Various research projects applied for funding agencies.
- To inculcate the habit of help/service, the curriculum- extension activities emphasizes community service and welfare. For this purpose, various clubs are formed by the Institute. All these clubs provide different types of help like pulse Polio, AIDS awareness, Road Safety, Swachhta Abhiyan etc feeling of National integration, serving in old age homes etc.

Infrastructure and Learning Resources

Lingaya's Lalita Devi Institute of Management & Sciences excels in meeting the criteria for infrastructure and learning resources, with a focus on creating a dynamic and conducive learning environment. The campus, spanning .91 acres, features 27 ICT-enabled classrooms, including 12 smart classrooms, fostering a tech-savvy learning environment. The library, a reservoir of knowledge, boasts 8,066 titles, 32,447 volumes, and subscribes to various national and international journals. The institution actively pursues the acquisition of new titles, promoting awareness of the latest additions.

State-of-the-art labs across departments facilitate experiential learning, emphasizing hands-on experiences with advanced software and equipment. The technological infrastructure includes computer centers, an incubation cell, and centers of excellence, ensuring a seamless and tech-enabled learning experience. The campus offers a holistic approach with well-equipped auditoriums, seminar halls, and sports facilities, promoting physical well-being and cultural activities.

Inclusivity is a key focus, demonstrated through accessible facilities for individuals with varying abilities, embodying a commitment to holistic student welfare. The campus also features culinary and social spaces, including a canteen and recreation room.

The library, automated with Integrated Library Management System (ILMS), subscribes to a diverse range of resources and actively embraces technological advancement. With a dedicated 300 Mbps leased Broadband line, Wi-Fi-enabled campus, and active memberships with renowned libraries, the institution ensures comprehensive access to digital and online resources.

The IT infrastructure emphasizes cutting-edge hardware and software, with 325 computers, 19 laptops/workstations, and advanced tools strategically deployed. Inclusivity is maintained with open access to computing facilities for both faculty and students throughout the campus. A diverse suite of software tools, regular updates, and diligent monitoring by a dedicated IT consultant contribute to a secure and efficient computing environment.

In summary, Lingaya's Lalita Devi Institute of Management & Sciences stands out for its innovative

infrastructure, comprehensive library resources, and robust IT facilities. The institution's commitment to inclusivity, holistic student welfare, and technological excellence creates a vibrant center for academic exploration and intellectual growth.

Student 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.
- The Feedback is taken on semester basis. Feedback about the teachers is also taken seriously and if not favorable, proper remedial action is taken. The feedback is taken on a semester basis.
- Medical Aid, separate Boy's and Girl's common rooms, Boy's and girl's hostels, 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 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, storytelling etc.
- The Institute functioning is coordinated and monitored by different committees. The programmes of various curricular and co-curricular activities are prepared by the faculty members. The Institute has constituted various committees for academic activities relating to Admission, Time Table, Discipline, Academic Calendar, Sanitation, Cultural Activities, Debates, Sports, Library and Examination etc. for the efficient working of the Institute. 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 courses 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 Counseling
 - Grievance Redressal Procedure.
 - Training & Placement Cell
 - Entrepreneurship Cell
 - Discipline Cell
 - Cultural Committee
 - Alumni Cell
 - Sports Committee
 - Sexual harassment Cell.
 - SC/ST Committee.
 - Anti - Ragging Committee.

Governance, Leadership and Management

- The Institute functions under the supervision and guidance of Institute managing committee which consists of eminent educationists and experts. 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 comprising of various members from the faculty, staff and external experts.
- 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 and other 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 Government of National Capital Region (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.
- The Institute introduced and registered for NSS activities with Government of India.

Institutional Values and Best 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.
- The teachers do networking 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.
- The Institute invites various eminent speakers from academic and industries on a regular basis.
- The Institute is working towards gender equality at every aspect, like sensitizing students inside the campus as well as conducting sensitization programmes and activities in the neighbourhood.
- The Institute is committed toward preserving and conserving the environment, keeping the campus green, water harvesting, conducting quality audits like green audit , environment audit and energy audit. These are some of the features that define institutes dedication towards sustainability.
- 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.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LINGAYA'S LALITA DEVI INSTITUTE OF MANAGEMENT AND SCIENCES
Address	Mandi Road Mandi New Delhi
City	New Delhi
State	Delhi
Pin	110047
Website	www.ldims.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Pranav Mishra	011-2661112	9811434276	-	director.ldims@gmail.com
IQAC / CIQA coordinator	Pranav Mishra	011-2661113	9315120389	-	pranav.mishra@ldims.org.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Delhi	Guru Gobind Singh Indraprastha University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	14-10-2016	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	09-06-2015	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mandi Road Mandi New Delhi	Rural	0.91	8223.51

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Management,Management	36	XII	English	150	94
UG	BCom,Management,Commerce	36	XII	English	60	22
UG	BEd,Education,Education	24	Graduation	English,Hindi	100	72
UG	BCA,Computer Science,BCA	36	XII	English	60	44
UG	BA (Journalism),Mass Communication ,BAJMC	36	XII	English	120	16

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	8				16				55			
Recruited	4	4	0	8	5	11	0	16	15	40	0	55
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				36
Recruited	24	12	0	36
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	4	0	5	11	0	0	8	0	32
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	15	32	0	47
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		0	0	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	114	0	0	0	114
	Female	134	0	0	0	134
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	7	10	5
	Female	9	18	16	14
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	14	19	18	8
	Female	23	13	25	6
	Others	0	0	0	0
General	Male	96	116	91	118
	Female	100	112	146	134
	Others	0	0	0	0
Others	Male	0	0	1	1
	Female	2	2	1	3
	Others	0	0	0	0
Total		248	287	309	289

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	LLDIMS is a college affiliated to Guru Gobind Singh Indraprastha University and follows the guidelines and norms in both letter and spirit given by University. Multidisciplinary and Interdisciplinary is integral part to holistic development of the student and has been integrated in the CBCS syllabus prescribed by the University. Students of different courses opt for Generic Electives from a wide spectrum of options offered by University Scheme other than their course of study which enhances their enlightenment of other disciplines and enriches their learning.
2. Academic bank of credits (ABC):	As per the existing curriculum being taught, there are

	<p>credits assigned to every papers which are not transferable but with the updated and revised NEP in the academic year 2022-23, students will create a bank of credit which will be transferable and interdisciplinary and multidisciplinary in nature, Students will also have multiple entry exit options as per their requirements. Academic bank credits are a key component of the NEP.2020 that academic institutions must implement.</p>
3. Skill development:	<p>The College has continuously offered chances for students to develop their skills as per changing needs. Add-on courses align the curriculum with relevant industries to make them job ready. Furthermore, students' skills are further augmented by frequent alumni interactions series and industry experts. This enhances their preparedness for the corporate world. The extension of vocational education in India is critical for hastening skill development.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Workshops and field visits/trips organized give students a wide and varied exposure to performing arts from various parts of the country. As per the guidelines of Government of India under the initiative of Ek Bharat Shreshtha Bharat (EBSB), LLDIMS launched Cultural Fest organized by B.Ed Department. This is a humble initiative to cherish and celebrate the rich cultural heritage of our country India, that helps in safeguarding and propagate its history, traditions and values. The promotion of Indian arts and culture is beneficial not only to the country but also to student who will sustain the heritage of India for future generation. Republic Day, Hindi Diwas, Independence Day, Lohri, Constitution Day and Yoga Day etc</p>
5. Focus on Outcome based education (OBE):	<p>Program Outcomes (PO) are the metrics that we apply to measure the outcomes of our educational system. They are in synchronize with expectations of the program and the desired skills and knowledge to be inculcated in students. When the Course Outcome (CO) is participation in immediate neighbourhood and service, environmental education, and value-based education are all part of an innovative curriculum that includes credit-based courses and projects.</p>
6. Distance education/online education:	<p>LLDIMS uses online tools and hybrid learning is used to augment and enhance pedagogy. Online</p>

classes were held during the lockdown necessitated by the pandemic. Furthermore, imparts classes for girls to make them comfortable with computer and online learning tools in neighbouring areas. As affiliating University rules & government, distance education is not suitable to us.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club is set up in LLDIMS with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing and other programs which create awareness regarding electoral procedures.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Institution has the ELC functional with the following office bearers 1. Dr. Pranav Mishra Professor & Director ELC Coordinator 2. Dr. K. K. Garg Professor ELC Additional Coordinator 3. Mr. Ayush Dhall BBA Final Year Student Student Representative 4. Ms. Abhishek Sharma B.Com Final Year Student Student Representative 5. Ms. Jessica B.Ed Final Year Student Student Representative 6. Ms. Chesta Chitkara BAJMC Final Year Student Student Representative 7. Mr. Vinay Sati BCA Final Year Student Student Representative</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. To create awareness and interest among faculties and students through workshops. 3. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,</p>	<p>The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, creating content, publications highlighting their</p>

<p>publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, mock parliaments, elocution, essay writing and other programmes which create an awareness regarding electoral procedures.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
744	804	942	936	1038
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 134

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	70	70	61	58

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
216.41	151.13	167.96	400.49	405.86
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Lingaya's Lalita Devi Institute of Management and Sciences (LLDIMS) is affiliated to Guru Gobind Singh Indraprastha University, Delhi. The Institution follows the syllabus prescribed by the University. It touches upon theoretical knowledge of different subjects with assignments, presentations, field work and MOOCS in different semesters. . The academic process being followed at LLDIMS is as under:

Academic Calendar: The Institute conducts the curricular & co – curricular activities as per the academic calendar provided by the affiliating body GGSIPU. The inputs from all the functional departments are also integrated for academic and extracurricular activities for the Academic year. We also make internal Departmental academic calendar.

Course Delivery Plan: Before the start of the semester; Faculty members discuss their respective subject(s)' Course Delivery Plan (CDP) with their respective heads of departments for an efficient pedagogical strategy put in to action.

Week Plan/Timetable: The Academic Team under the head of department prepares the weekly time table taking care of faculty load and upcoming activities, which is further forwarded to the Director. Flow chart of the process is attached.

Teaching lesson Plan: According to the academic calendar, teaching plans are prepared. Every Faculty prepares the lesson plan along with the objectives, methodology, course outcome and Text books, reference books. For successful curriculum transaction, faculty members use participative, problem-solving, and student-centred pedagogical approach to learning and IT-enabled lecture delivery. Lesson plans are made according to course outcomes.

Continuous Internal Evaluation: As Lingaya's Lalita Devi Institute of Management and Sciences is affiliated with Guru Gobind Singh Indraprastha University, the internal exam pattern set by the exam internal committee at LLDIMS is in accordance with the guidelines and policies of GGSIP University rules. The internal and external marks are considered for attainment in 25:75 ratios. For the internal assessment, the weight of the theory paper constitutes 15 marks, and 10 marks are allotted for the different evaluation processes such as assignments, presentations, quizzes and group discussions. The exam committee is reconstituted yearly, which is documented in the institution's Joint Assessment Committee report. The exam committee head and its members - department members, are selected based on their contribution to the previous year's examination process. One of the major responsibilities of the exam committee is to conduct at least one internal exam every semester. The format for the internal question paper is provided to all the departments by the exam committee on the basis of which the

faculty members, who is expert in the subject, send a question bank (each unit having the same weightage and in the form of short, medium, and long answer format) to the exam committee and keeps the departmental exam committee member in the loop.

Remedial Classes: On the basis of the result analysis, Remedial classes are conducted. This practice helps students to fill the void, stay abreast of the curriculum balancing the scholastic and co – scholastic activities.

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

1.2 Academic Flexibility

1.2.1

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

Response: 65

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses

of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 91.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
672	747	870	857	927

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Lingayas Lalita Devi Institute of Management and Sciences is an affiliated Institution of Guru Gobind Singh Indraprastha University and functions within the curricular parameters set by the Varsity. LLDIMS strongly inculcates the human values, professional ethics, promotion of environmental conservation and sustainable development among the students through teaching, and extra-curricular activities and cultural events organized regularly by various Departments and NSS.

Environment and sustainability-

Since the past five years, we have a compulsory subject under the CBCS system known as Environmental Education as per the syllabus prescribed by the GGSIPU in which we have various practical activities listed below.

The Institution is Vehicle free campus and takes every possible step to maintain clean air. The Institute aims to use No Plastic in the college. The Institution has taken steps like e-waste management, solid waste management, and liquid waste management, with activities like Vermi composting, Water Harvesting, etc.

Gender-

The Institute departments also ensure nurturing gender equality among the students through their speech and action.

The institute organizes various activities related to gender issues and sensitization with an aim to promote gender equality and focus on women empowerment. Institute organizes lectures on Gender Sensitivity. Institute celebrates women's day with awareness programs related to gender equality, women's rights, and empowerment. Screening and analysis of movies like India's Daughter, Water & Bawander is conducted on the existence of women in society addressing various gender stereotypes, gender roles, etc. Women's Community Extension Cell of the institute organizes various programs to focus on women empowerment, including nukkad natak on Woman's day, etc. Students participate in various activities aimed towards holistic development organized by the institution like art, literary, sports and cultural activities where in the collective participation ensures gender sensitization on with team spirit.

Human values and Professional Ethics:

Practical subjects like Preliminary School Engagement – I, Preliminary School Engagement – II, Internships which create consciousness about professional ethics among students. LLDIMS organizes multiple events like guest lectures and talks focused on social issues. The Rotract club organizes a wide array of Awareness activities like Blood Donation Camp. The institute organizes field visit to various important places like Visit to Slum Area – Nehru Camp, to Amar Jyoti school under the aegis of inclusive education, to Surajkund Mela, to Book Fair at Pragati Maidan etc.

The instructors share the basic ideas about professional ethics and how it is important for their future professional life through their interaction. The Institute not only teaches the values that are mentioned in the curriculum but obey on denim parting the same which is required to empower the future of our nation morally, socially, spiritually, intellectually, and transform into a holistic development of an individual who will transform the society for a better world.

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

1.3.2

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

Response: 45.83

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

Response: 341

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

<p>1.4.1</p> <p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution’s website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 66.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
248	287	309	289	442

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
490	490	460	460	460

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 44.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	59	64	37	56

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	127	119	117	119

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 9.42

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

At LLDIMS, we believe that learning is internalized when it is experimented on and experienced—experimental in terms of keeping with times, and experienced means hands-on training. This approach aims to inculcate a sense of being a lifelong learner and to succeed in various aspects of life. Apart from regular classroom teaching, the students are encouraged to be a part of various academic, cultural, and social activities so that different facets of their personalities develop a sheen and they grow into sensitive and responsible citizens of India.

As part of the experimental learning, the students of all programs go on industrial visits and field trips, which help them, get a slice of professional life, where they get a chance to understand how the theory they have learned in the classroom becomes handy in professional life. Every industrial visit across all the programs has witnessed a positive change among students, be that going to a television studio or a company like Mother Diary or Parle G. It has always excited students, and they become keen observers after each visit.

The institution encourages all the students of all the programs to do summer internship programs, as prescribed by the GGSIP University syllabus. The summer internship program is for six to eight weeks in any private or public organization, start-up, government school, media house, NGO, etc. Minor projects are also an integral part of the programs.

During studies, many interactive activities such as personality development workshops, assignments, panel discussions, and students inter and intra-college events like debate completions, seminars, and workshops are conducted, which help improve the critical thinking, time, and resource management of the students.

As LLDIMS values continuous assessment and evaluation processes, it promotes the participatory learning method. Orientation and induction programs are organised for the students. Students are encouraged to participate in inter and intra University sports and cultural events where they have also secured various positions. Students participate in various community and awareness programs like health, sanitation, and blood donations. The annual college fest 'Zeal' has always been a glad rags moment for the students. The institution offers two prominent youth development programs, particularly the National Service Scheme (NSS) and the National Cadet Corps (NCC), which play a crucial role in fostering leadership qualities and social responsibility among the students, so contributing significantly to their overall development.

Each department has offered some of its courses to the students of other departments in the form of value-added courses in odd and even semesters. It facilitates the acquisition of supplementary skills,

information, and experience that can augment a student's academic and professional growth in addition to other academic activities.

Along with traditional classroom education, ICT-enabled teaching aims to improve the quality and engagement of the students. All the classrooms are equipped with projects, and many have smart boards as well. During the Covid pandemic, the teaching was fully conducted in online mode. The IT department at the institution internally maintains ICT tools in classrooms, the seminar hall, and the auditorium.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 97.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	67	67	69	70

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 97.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	70	70	61	58

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

LLDIMS, affiliated with GGSIP University, follows the continuous internal evaluation system (CIE) prescribed by GGSIPU (Ordinance-11). The university academic calendar is followed for internal and external examinations and other academic activities.

The exam committee is reconstituted yearly, and the exam committee head and its members—department members—are selected based on their contribution to the previous year's examination process. One of the major responsibilities of the exam committee is to conduct at least one internal exam every semester.

Internal assessment marks for every subject in every program are provided to the university each semester and shared with the students. The internal assessment is based on internal exams, class assignments and presentations, projects, lab/practical/viva performance, and class participation.

The internal assessment procedure is explained to the students during the orientation session. Parent-teacher meetings are conducted every semester to discuss the overall student's progress, including internal assessment performance.

The format for the internal question paper is provided to all the departments by the exam committee on the basis of which the faculty members, who are subject experts, send a question bank (each unit having the same weightage and in the form of short, medium, and long answer format) to the exam committee and keeps the departmental exam committee member in the loop.

The exam committee decides on the question paper as two sets of it are prepared from the question banks provided by the faculty members. Whether set A or set B will be given to the students on the day of the exam is purely a subject matter of the exam coordinator, thus maintaining the confidentiality and sanctity of the exam cell.

Unit wise assignments are given to students for every subject and are evaluated and discussed by the respective faculty. Presentation topics are assigned to every student for every subject and hence, feedback is provided for their presentation delivery. Lab practical/viva voce are conducted as planned by the subject coordinator. Non-University Examination Subjects (NUES) evaluation is performed on the basis of class activities such as presentations, group discussions, projects etc.

The schedule of semester-end examinations is notified by the Controller of Examinations of GGSIPU. For theory as well as practical examinations and project dissertations, examiners are approved by the Controller of Examinations.

The distribution of weightage for various components of evaluation for under-graduate programs:

Courses	Semester-end examination	Continuous Internal Evaluation by the Institution
Theory	75%	25%
Practical	60%	40%

Grievance Redressal Mechanism:

During the external examination, one University Representative is designated by the University. The invigilator, then the controller of examination, the Centre Superintendent, and the Grievance Redressal Committee handle the examination-related complaints.

Internal assessment marks are displayed on the student's notice board. In case of any discrepancy, the faculty member takes the necessary action. HOD, the Director, and the Grievance committee head can also be approached to resolve the matter.

Student discrepancies relating to end-term results, revaluation of answer sheets, etc., are addressed by the Controller of Examinations through the Director of the Institute.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Course Outcomes (COs) and Program Outcomes (POs) are vital syllabus elements and correspond to the broader educational planning. They fulfill discrete yet interrelated objectives, enhancing education's efficiency and excellence.

Course Outcomes (COs) denote the anticipated information and abilities students are expected to gain upon completing a course. Course Outcomes (COs) have been meticulously established for every course within the diverse range of programs available.

Program Outcomes (POs) are in accordance with the overarching objectives and purpose of the institution's academic program and the GGSIP University. They provide a structure to ensure that each individual course contributes harmoniously to the overarching educational goals.

Course Outcomes are mentioned before the units in the syllabus of a course provided by the university which is also mentioned in the internal examination question papers. The students are educated about it at the commencement of odd and even sessions and are also reminded during the classes also. It provides a foundation for developing assessments and evaluations in the course. It directs faculty members in developing assessments, tasks, and projects that align with the desired learning objectives. Course outcomes offer students a clear and structured plan for their educational progress. Explicit and unambiguous objectives assist students in comprehending the rationale behind the course and the anticipated requirements, fostering a heightened level of involvement and concentration during the learning process.

Program Outcomes (POs) outline the specific abilities, information, and traits that students are anticipated to acquire by the end of the entire program. It guarantees that graduates are adequately equipped for their prospective professions or additional scholarly endeavours.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainment of Program Outcomes (POs) and Course Outcomes (COs) is seen as one of the best examples of an academic tapestry, which clearly exhibits an educational program's overall efficacy, quality assurance, and ongoing improvement. Calculating the attainment level of a program determines whether, as an academic institution, it is achieving its desired objective and providing top-notch education. Calculating attainment for COs offers valuable information about the extent to which students effectively acquire the particular learning goals of each course. It functions as a precise indicator of student performance.

At LLDIMS the attainment level is calculated through course outcomes (Cos), bifurcating secured marks (combined) of internal and external examination into three categories.

Marks	Attainment Level
0 - 39	1
40 - 59	2
60 - 100	3

As each student becomes an essential stakeholder, each course mark (internal and external) is gauged and helps reach the attainment level. Marks obtained from zero to thirty-nine are given the attainment level of one, from forty to fifty-nine are given the attainment level of two, and from sixty to hundred are given the level of three, thus the highest.

Each batch's students from all the programs are tracked carefully throughout their academic journey at LLDIMS. Once all the course numbers are obtained for each course, the attainment level is calculated as per the formula put.

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

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

Response: 99.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
287	298	416	292	372

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

2022-23	2021-22	2020-21	2019-20	2018-19
294	299	416	292	372

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.67

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.89	2.82	0.76	3.80	14.73

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

LLDIMS strives its best to stay ahead of the curve by focusing on creating an ecosystem that fosters innovation, promoting Indian Knowledge System and encourages initiation and mobilization of knowledge, essential for encouraging new ideas and turning them into tangible solutions to benefit society. Initiatives taken in this direction include:

Institution's Innovation Cell

The cell organizes a variety of presentations by both emerging and experienced entrepreneurs, including our alumni. These discussions focus on the practical aspects of developing a business and the obstacles and difficulties encountered along the way. The cell facilitates the implementation of novel concepts and assists students in securing funding to bring their ideas to fruition. The grants received by entrepreneurship cell are a testament to Institutions' commitment to fostering entrepreneurship and social

responsibility amongst its students.

Establishment of Intellectual Property Rights Cell

Institution has setup an IPR (Intellectual Property Rights) Cell to emphasize the importance of protecting Intellectual Property (IP). The Cell plays a crucial role in promoting awareness about IPR, helping researchers in filing for patents and other forms of IP protection. The Cell arranges educational programmes, conferences, and training sessions on Intellectual Property Rights (IPR) with the aim of benefiting faculty members, researchers, and students. Patents and other forms of IP protection ensures that researchers' work is recognized and rewarded.

Indian Knowledge System

Institute has established a spiritual library embedding the traditional knowledge system in its teaching learning process. A 2 months certificate course on 'Holistic Development' is started by the institute. Numerous activities are also planned on various aspects of Indian Knowledge System in collaboration with various NGOs.

Promoting knowledge transfer

Institution's commitment to creation and transfer of knowledge is evident through its publication initiatives. By publishing research findings, Institution not only contributes to advancement of knowledge but also enables researchers to develop new solutions. For past 15 years, Institute has been publishing a biannual peer-reviewed refereed journal " Lingayas Journal of Professional Studies". The Institute provides a platform for both students and faculty to showcase their creativity and transfer knowledge through newsletters. Institution has been publishing monthly Newsletters department wise.. Institution regularly conducts conferences, workshops, seminars helping and encouraging researchers in promoting knowledge transfer.

Finance and Investment Cell (FIC)

The cell organizes several informative lectures and interactive sessions with professionals from various industries and academic institutions, including those from the financial sector, such as the Stock Exchange. The Cell releases a monthly periodical called "Fintegrate" to promote and enhance proficiency in financial and investing endeavors, such as dealing in stocks on both virtual and physical platforms and organizing visits to SEBI and BSE headquarters in Delhi.

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

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 47

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	08	09	08

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	19	08	16	14

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	00	02	03	02

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

The college organizes a number of extension activities to promote institute neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. Extension Activities aims at enabling our student/volunteers to develop social responsibility, learning by doing and leadership quality. Service attitude is essential for any professional to flourish in his/her job. Our extension activities have multiple dimensions such as National Service Scheme, Women's grievances and empowerment Cell, , Electrol Literacy Club, Road Safety group, Swachh Bharath Abiyan etc. The professional as well as life skill development of graduates is balanced through extension activities. Students go the adopted villages to involve themselves in the field work thereby knowing the real conditions of the villagers. Main Activities – Thrust Areas: Fit India, Environment protection, Blood donation, Tree plantation, Personal health & hygiene, Mental wellbeing, Energy saving & promote renewable energy, Life skills development, road safety etc.

Some of the significant social activities conducted for the benefit of nearby communities are:

1. Voter Awareness programs
2. Clean India
3. Activities related to giving back to society
4. Drug Awareness
5. Women Empowerment
6. Road Safety program
7. Awareness on social media
8. Slum/ Orphanage visit
9. Important Days Celebrations
10. Green and Clean Environment
11. and many more...

All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

Institute follows a mechanism for students' involvement in various social activities which promote citizenship roles and leadership quality and also with social consciousness. In addition this, the NSS and Eco Cell organizes other activities as per the needs and availability of time without affecting academics. All departments have conducted many extension activities for society in vicinity at different locations. For holistic development of the students - sports, cultural events, technical and nontechnical events are organized. The following analysis shows the extension activities and its impact and sensitizing students to social issues and holistic development.

The activities conducted lead imbibing the values of social responsibility such as:

1. To help people in need and distress
2. To understand and share the need of under privileged children
3. To promote cleanliness in all span of life and common places, slum areas.
4. To acquire social values and a deep interest in environmental related issues

Learning outcomes of the activity:

1. Enlarge the knowledge of societal issues and problems and to search solution by getting involved with their lives.
2. Build up relation and tie up with organizations / NGO to carry forward humanitarian work in future.
3. Develop a passion and brotherhood towards community, affected people/animals and destitute.
4. Develop skill and aptitude for problem solving.
5. The skills developed include social skills communication skills, management skills, leadership skills, analytic skills, perceptual skills etc.

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

3.4.2

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

Response:

Extension activities organized by LLDIMS are vital in advancing community development and driving social change. Recognition and acknowledgement of such initiatives by Government or Government recognized bodies, serves as a testament to the positive impact and effectiveness of Institution's efforts. LLDIMS values community outreach and social responsibility and has received several awards and recognitions for its extension activities from various government and government-recognized bodies which serves as a recognition of the hard work and dedication by Institution and its members towards promoting social change and sustainable development. These awards and recognitions have a far-

reaching impact, as they help to raise awareness and garner attention towards Institution’s efforts of encouraging others to participate and contribute to similar initiatives. The Institute has received several awards from prestigious national-level-organizations recognizing its exceptional contributions to various aspects of education. Every year LLDIMS celebrates various festivals and host fairs and camps which are humble way of helping society by donating to humanity. Received best of Zest awards from Lingaya’s university. LLDIMS received Skill Imparting and Innovation Excellence award from Skilling You organization.

Institute received certificate of participation form International Folklore festival in 2019. Organized blood donation camp and received award from Rotary Club. Students of LLDIMS received awards from GGSIPU by participating in various sport and cultural activities organized in Anugoonj Fest. Institute has been pioneer in promoting Green Campus drive near area and rewarded for its outstanding contribution in keeping the environment clean. Many NGO’s has appreciated Institute for its recycling initiatives, outreach extension programmes and its efforts in making Institute a Plastic Free Campus.

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

3.4.3

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

Response: 25

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	01	01	06	02

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

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 30

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Campus Overview:

Lingaya's Lalita Devi Institute of Management & Sciences sprawls across .91 acres, boasting a built-up area of 3,682.64 Sq.m. The campus is meticulously designed, featuring innovative infrastructure. With 27 ICT-enabled classrooms, including 12 smart classrooms, the institute provides a tech-savvy learning environment.

Library Excellence

The institution's library is a treasure trove of knowledge, spanning 936 Sq.ft. and equipped with an Online Public Access Catalog (OPAC). Housing over 8000 titles, 32,447 volumes, 69 journals, and 3700 e-books, it serves as a vital resource hub. Institutional memberships with DELNET and access to platforms like J-Gate and Del-Net underscore a commitment to comprehensive, up-to-date information.

State-of-the-Art Labs:

Lingaya's Lalita Devi Institute of Management & Sciences prioritizes experiential learning through well-equipped labs across departments. From psychology labs to editing labs for BA- JMC students, the institution offers hands-on experiences with advanced software and equipment.

Technological Infrastructure:

The campus is geared with computer centers, an incubation cell, and centers of excellence, fostering innovation and technological advancements. Adequate ICT facilities, smart classrooms, and a robust LAN with 24x7 Wi-Fi connectivity ensure a seamless and tech-enabled learning experience.

Academic Spaces

Auditoriums and seminar halls provide ample space for educational and societal events. Individual board rooms for departments facilitate department-level meetings, enhancing communication within the institution.

Sports and Recreation:

The institute prioritizes physical well-being with a range of sports facilities, including a 400m track, playgrounds, and various sports equipment. Both indoor and outdoor games, along with organized inter-collegiate sports activities, contribute to a vibrant sports culture. A well-equipped gymnasium, yoga classes, and a recreation room further promote overall well-being and relaxation.

"Fostering Inclusivity:

The institution ardently upholds inclusivity, providing essential facilities, including ramps, lifts, and accessible toilets for individuals with varying abilities, embracing "divyang" with dedication.

Cultural and Social Hub

A well-designed auditorium and amphitheater serve as hubs for cultural activities, with sophisticated PA systems enhancing event conduct. Cultural events like Zeal, Zest, and Foundation Day celebrate the rich heritage of India.

Culinary and Social Spaces

The canteen offers a social space for students, while a vibrant recreation room provides a venue for relaxation and socializing, equipped with games and recreational amenities.

In a holistic approach, Lingaya’s Lalita Devi Institute of Management & Sciences combines cutting-edge infrastructure, academic excellence, and a focus on the overall well-being of its students, creating a dynamic and conducive learning environment.

Medical Facility and Campus Comforts:Lingaya’s Lalita Devi Institute prioritizes health with a dedicated medical facility, prompt health support, a vibrant canteen culture, and a lush green campus, emphasizing holistic student welfare.

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

<p>4.1.2</p> <p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>Response: 42.33</p>
<p>4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p>

2022-23	2021-22	2020-21	2019-20	2018-19
181.00	83.00	66.00	116.00	122.00

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Lingaya's Lalita Devi Institute of Management & Sciences (LLDIMS) boasts a Central Library that stands as a reservoir of knowledge with an impressive collection of 8,066 titles and 32,447 volumes. The library caters to diverse academic disciplines, including a Books Bank with 175 titles and 13,320 volumes, Management with 1,635 titles and 4,956 volumes, Journalism featuring 1,054 titles and 2,393 volumes, and Education with 3,122 titles and 8,797 volumes. Additionally, the library houses General Books, comprising 2,080 titles and 2,981 volumes.

This academic haven subscribes to 22 magazines on a regular basis, along with 9 titles and 20 volumes of newspapers, ensuring a sharing basis for all departments. A rich assortment of 12 international and 69 national journals further enhances the depth of academic resources. For those seeking online information, the library provides access to 19 international and 01 national online journals, along with back volumes in CD format.

The library actively pursues the acquisition of new and relevant titles, responding to catalogs from various publishers, requisitions from department heads and faculty members, and by organizing book exhibitions. Current titles are prominently displayed on new arrival racks, fostering a culture of awareness around the latest additions to the collection.

The institution's commitment to technological advancement is evident through its 50 Mbps dedicated leased Broadband line from The Sky internet, facilitating a Wi-Fi-enabled campus. With a Wi-Fi environment, users enjoy unrestricted internet access throughout the campus. The library, embracing the digital age, provides digital and e-access to its users whenever the library is open. Digital and online resources witness a commendable usage frequency of 10-15 users per day within the library premises, while remote access extends this accessibility to countless users on a 24/7 basis.

To ensure efficient library management, LLDIMS utilizes the KOHA library management system, accessible 24/7 through cloud technology. Active memberships with renowned libraries such as the British Library, American Library, and National Digital Library of India, Kharagpur, offer additional avenues for accessing e-resources and databases. The institution also leverages DELNET facilities to extend online resource access beyond the library walls.

The library experience at LLDIMS is not just about books and journals; it is a dynamic hub driven by a proactive Library Committee. This committee takes initiatives to make the library more student/user-friendly. Their efforts include organizing events, workshops, and awareness programs to engage and empower library users. By blending traditional resources with cutting-edge technology, LLDIMS ensures that its library remains a vibrant center for academic exploration and intellectual growth.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Lingaya’s Lalita Devi Institute of Management & Sciences prioritizes cutting-edge hardware and software infrastructure to facilitate a seamless learning environment for both faculty and students. Recognizing the paramount importance of connectivity, the institute extends Internet, Wi-Fi, and LAN facilities to ensure uninterrupted access for online examinations, guest lectures, lab sessions, and more.

The hardware backbone of the institution includes 19 laptops/workstations and an impressive fleet of 325 computers distributed across four well-equipped labs. Maintaining a commendable student-to-computer ratio of 2:1, the computer labs offer an optimal environment for academic and practical endeavors. Adding to the technological arsenal, there are 16 HP DeskJet printers strategically placed in the administrative block. Furthermore, the institute harnesses the power of eight LCD projectors, strategically deployed in various key locations including computer labs, the IQAC room, library, auditorium, and teaching block. Complementing this hardware infrastructure is advanced tools such as Isograph, computer networking devices, scanners, and interactive teaching boards. The institution ensures the smooth functioning and upkeep of this extensive ICT infrastructure through the employment of a dedicated full-time IT consultant

Inclusivity is a hallmark of the institution's computing and internet facilities, with open access provided to both faculty and students throughout the campus. The provision of computers and laptops empowers individuals to leverage these resources for academic projects, practical sessions, and self-directed learning. To enhance the learning process, innovative teaching methods are embraced, including group assignments, PowerPoint presentations, and collaborative exploration of knowledge.

On the software front, the college boasts four high-configuration servers facilitating rapid data transmission. These servers encompass Windows Based Active Directory, Kasper sky antivirus, Library OPAC, and SONET. A robust 100mbps LAN and a Wi-Fi system with a capacity for 2500 users underpin the software infrastructure.

The diversity of operating systems adds flexibility to the computing environment, with desktops running on Windows 7, Windows 7 Pro, Windows 10, and Windows 10 Pro, while laptops operate on Ubuntu. Office automation packages like Open Office, MS Office, and regularly updated antivirus software contribute to a secure and efficient digital ecosystem.

The college ensures that students have access to a comprehensive suite of software tools, ranging from econometrics and statistical packages to scientific typesetting programs. Notable offerings include Python, R, SPSS, Stata, MATLAB, Wolfram Mathematical, Tally ERP9, Taxman, Visual Studio 2010, Miktex, Java, Maxima, and Pascal. The institution proactively invests in licensed software, such as the Stata 13 license, later upgraded to version 14.

A robust system of backups, regular updates for Windows and antivirus software, and diligent monitoring of LAN and network connections by the IT consultant underscore the commitment to a secure and efficient computing environment. Lingaya's Lalita Devi Institute of Management & Sciences stands as a beacon of technological excellence, fostering an atmosphere where the fusion of hardware and software empowers academic endeavors and enriches the learning experience.

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

4.3.2

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

Response: 2.44

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

Response: 305

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 63.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
81.33	21.67	37.24	355.28	361.20

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 76.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
630	625	632	792	742

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 11.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
155	122	55	105	97

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 64.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
249	237	200	137	244

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

2022-23	2021-22	2020-21	2019-20	2018-19
287	298	416	292	372

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

5.2.2

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

Response: 5.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	17	05	02	03

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

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 69

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
30	00	00	09	30

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	07	10	11

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The LLDIMS Alumni Community—LLDIMS Lingaya's Alumni Association (LAA), is a non-profit registered society under the Societies Registration Act 1860, New Delhi, with Registration No. S/2339/Distt.South/2017.

In April 2016, Lingaya's Lalita Devi Institute of Management and Sciences established an Alumni Association with the explicit objective of bringing together former students on a common platform to promote reciprocal personal and professional assistance through a "Self Help" framework within the community. LLDIMS Lingaya's Alumni Association (LAA) aims to construct a vibrant, worldwide community or platform that fosters a deep bond, actively involving alumni with their alma mater institution. The main objective of the Alumni Association is to build and strengthen links between the alumni and the university through active engagement.

The objectives of the association include:

- LLDIMS constantly plans and arranges reunions every year in the second week of February, notably on the second Saturday.
- Encourage alumni to actively participate in educational endeavours such as teaching, research, workshops, conferences, and placement activities to support student development. Alumni interact with students via alumni lectures.
- Promote the adoption of exemplary practices in different aspects of social life to enhance the general welfare of society.

LLDIMS aims to have a significant and positive impact on college students in the current digital environment. The LAA community prioritises students who demonstrate exceptional abilities in several disciplines, embracing the principles instilled by LLDIMS and exhibiting great performance that matches societal expectations. In order to cultivate a strong bond, the college proactively maintains communication with alumni through several email groups and social platforms such as Facebook, Instagram, LinkedIn, and WhatsApp groups.

The alumni actively engage in advocating, mentoring, and providing guidance to current college students regarding their alma mater and the intricacies of professional life. Efforts have been made to enhance the

link between alumni and the institution through activities such as motivational talks, industry discussions, and workshops sponsored by the alma mater. Our faculty and alumni have played a significant role in organising the annual college festival, Zeal, which is considered an important organisational function. The College acknowledges its distinguished alumni contribution, which includes unique educational and entertaining activities, as an essential component of the orientation week. Some alumni have joined the College as both faculty and staff, and their interactions with students have constantly been exceptional and remarkable.

Maintaining frequent and consistent contact with alumni is highly advantageous, not only due to the attendance figures, but also because accomplished individuals from various fields gather to share their experiences and insights, serving as a guiding path for younger generations.

Our ongoing partnership with our alumni community reinforces our dedication to achieving excellence in education and institutional advancement. We are of the opinion that cultivating a robust alumni network serves as both evidence of our previous accomplishments and a sensible dedication to the long-term growth of our college.

With the expert leadership of the core team, our staff is resilient, filled with enthusiasm, motivation, and steadfast commitment to progress in society.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance of the institution is reflective of and in tune with the vision and mission of the institution

Vision

To Emerge as an educational center for providing facilities of professional Education to students and thus facilitating them for a pivotal role in Nations' program of growth and development.

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 their responsibility towards the society.

Quality Policy

Lingaya's Lalita Devi Institution of Management & Sciences is committed to providing the highest standard of Quality Education to students and ensuring a supportive learning environment by empowering them in both Academic & Professional endeavours.

Our commitment as an affiliate of IP University is to achieve academic excellence through the delivery of high-quality education. We aim to foster effective leadership and provide a professional environment that empowers faculty, students, and staff to actively contribute towards realizing our vision and mission. All the departmental activities are well managed on the basis of academic calendar through delegation and coordination. The Department heads divide the activities according to the expertise and calibre of the faculty members which helps them in utilizing their skills and knowledge at its fullest.

- The faculty members show dedication and responsibility towards the task assigned to them and provides the result appropriately.
- The department heads continuously monitor the progress of the project/assigned task.
- The department conducts regular meetings for the well execution of the particular project.
- The Director conducts a frequent meeting with the department heads for the continuous evaluation of the running project.
- The department heads are available for the other faculty members for any ambiguous situation.
- Complete autonomy is provided to the departments for their decisions and actions.

Case Study of ZEAL, Cultural Fest - as the part of decentralization and participative management

ZEAL, the annual cultural festival of the college, exemplifies the principles of decentralization and participative management. The initiative aims to reshape organizational culture by diminishing the official hierarchy, fostering collaboration among teachers and students, and enhancing democratic professionalism in event management. Collaborating as active members, students, non-teaching staff, and teachers form committees addressing sponsorship, programs, stalls, security, publicity, and logistics. Participative decision-making involves consultations with the Director, and under the guidance of Cultural Head, committees comprise both teaching and non-teaching staff along with student representatives. This decentralized approach encourages responsibility, responsiveness, and proactive decision-making in a participatory and democratic environment.

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

6.2 Strategy Development and Deployment**6.2.1**

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

Response:

- Planning and executing the curriculum
- Teaching- Learning Practices
- Research, Innovation and Extension Activities
- Educational infrastructure facilities
- Student support initiatives and academic advancement
- IQAC
- Governance, Leadership and Management
- Institutional Values and Best Practices

A review of the implementation and results of the future plans is conducted at the conclusion of the academic year. Various bodies and committees organize the events and activities that will assist the growth and development in these important areas throughout the year. Teaching, Learning, and Research is one such wide area where the Institutional Perspective and Strategic Plan have been successfully implemented. This has been made possible by implementing the Action Plans for the aforementioned initiatives:

1. Introduction of Value Added Courses
2. MoU signed with industrial sectors to facilitate training, skill development, and placement

opportunities.

3.Introduction of BCA Program

4.Emphasis on using the ICT tools for effective teaching and learning.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

1.Administration

2.Finance and Accounts

3.Student Admission and Support

4.Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

All Teaching and non-teaching staff of Lingaya’s Lalita Devi Institute of Management and Sciences have the highest living and working standards at the campus. The following facilities have been provided for the welfare of the teaching and non-teaching staff.

- Air-conditioned transport for faculty, staff and Student
- Air-conditioned Staff rooms
- All the non-doctoral faculties and staff are encouraged to get enrolled for the Ph.D. program.
- Availability of Doctor in the campus
- Earned leave for up to 10 days, Casual leave for 8 days, and Vacation leave for 24 days
- Study leave for up to 3 years
- Duty Leave upto 9 days
- Sabbatical for max of 2 years in the entire career
- 26 week of Maternity leave.
- Yoga Classes on the campus
- Access to a world-class library
- On-campuscafeterias, eateries, Gym facility
- Annual increments based on performance
- Ph.D. increments for those who complete Ph.D. during their employment with the Institution
- Access to RO water at faculty and staff
- Free Wi-Fi

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

6.3.2

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

Response: 28.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	23	22	16	13

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

6.3.3

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

Response: 71.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	56	59	51	47

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	10	12	09	10

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution has formulated strategic plans aimed at mobilizing and optimally utilizing resources and funds from diverse sources. These strategies are designed to ensure efficient acquisition and deployment of financial resources, allowing the institution to meet its objectives and enhance overall operational effectiveness. Through systematic planning and execution, the institution strives to maximize the impact of its resources, aligning them with its mission and goals to create a conducive and thriving environment for its academic and operational endeavors.

Internal Audit:

Internal audit is a systematic process carried out by the college during its initial stages. In this phase, the officer, IQAC coordinator, and the Director, along with accountants and experienced audit personnel, precisely examine and validate financial data for clarity, authenticity, accuracy, and financial integrity. The Accounts officer and the Director closely oversee income and expenditure.

Qualified independent auditors regularly scrutinize the college's finances. The institution strictly follows a robust procurement method, which includes seeking quotations and conducting price comparisons. To streamline this procedure, a dedicated Purchase Committee has been established.

The audit wing of Guru Govind Singh Indraprastha University conducts periodic visits to the college, inspecting all files, receipts, and payments related to financial matters. They subsequently submit a comprehensive report to college officials. Any required clarifications are provided to IPU officials, and necessary corrections are made based on the audit report.

External Audit:

External audits are conducted annually upon the conclusion of each financial year. The revenue and expenditure bills and vouchers undergo meticulous examination, with cross-verification against the respective departments. Physical inspections of Dead Stock Registers and Purchase Registers are conducted.

Statutory external audits assess the Income-Expenditure and Receipt-Payment statements. The Accounts Department addresses any audit objections or compliance issues that may arise during this process.

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

6.5 Internal Quality Assurance System**6.5.1**

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

At LingayaLalita Devi Institute of Management and Sciences (LLDIMS), the Internal Quality Assurance Cell (IQAC) has been a key player in establishing and institutionalizing quality assurance strategies and procedures. Following the National Assessment and Accreditation Council's (NAAC) recommendations to the letter, the IQAC works in accordance with LLDIMS's Quality Policy, emphasizing the improvement of academic programs and overall institutional effectiveness. The IQAC conscientiously records small gains in a variety of tasks by conducting routine reviews of the teaching-learning process, operational procedures, and learning outcomes.

At the core of LLDIMS's quality assurance framework is the IQAC, actively overseeing the creation and implementation of academic initiatives. Ensuring faculty accountability and transparency, the IQAC supervises the teaching-learning process by scrutinizing lesson plans, materials, and curriculum coverage. This accountability is upheld through the disclosure of academic curriculum details in meetings, fostering a culture of continuous development and excellence.

The IQAC is the central component of LLDIMS's quality assurance system, actively supervising the development and execution of academic projects. Examining lesson plans, resources, and curriculum coverage, the IQAC oversees the teaching-learning process to ensure faculty responsibility and openness. This responsibility is maintained by encouraging a culture of excellence and continual progress by disclosing academic curriculum details in meetings.

Both academic and extracurricular pursuits are subject to diligent scrutiny by the IQAC, which records, communicates, and supervises quality metrics. Utilizing specialized entities like the Placement and Research & Publication, the IQAC strategically implements quality initiatives. It champions technology integration, cooperative learning, and contemporary pedagogical practices, ensuring the adequacy, maintenance, and proper distribution of support systems and services.

The IQAC's impact on academic achievement at LLDIMS is evident in the strengthened teaching and learning approaches. Embracing Massive Open Online Courses (MOOCs), advocating for interdisciplinary open elective courses, and implementing digitization strategies like the ABC Login system for students showcase the institution's commitment to progress. Faculty Development Programs (FDPs) and academic audits further contribute to the institution's continuous advancement.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

- Our vision is based on providing a **safe environment** for our students as well as gender sensitive and empowering education.
- **Gender sensitization pedagogy** is not limited to the classroom. We take pride in having created a vibrant campus environment where the students can think logically, question, act, and resist creatively.
- **The Women Extension Community Cell** of the college is vital to fostering gender sensitivity on campus. Throughout the year, programs in the form of lectures, conferences, and workshops are organized with the goal of providing an integrative approach to elevating student awareness about the inequalities that all genders face.
- The campus has an active **Student Grievance Redressal Cell**, a statutory body formed to register harassment complaints and to initiate formal proceedings to resolve them.
- Each department **organizes events** that reinforce the institution's larger vision and mission to provide empowering education to young women.
- The college is proactive against any kind of teasing, harassment or ragging of students. The college has **anti-ragging cell as per UGC guidelines** and has recently set up Vigilance Squad to ensure safety of students in general and girls in specific.
- A lady counselor is available for **personal counseling**.
- There is **suggestion/complaint box** outside college office for all stakeholders to give their suggestions for improvement in all areas.
- Screening of Educational movies related to gender issues.

Special facilities for female staff and students:

- Round the clock security at gate, college bus with CCTV and GPS.
- Neat and clean common room for girl students, which is located in the basement of college.
- The College premises and corridors are under video surveillance equipped with CCTV cameras.
- Availability of doctor in case of emergency.
- In case of illness taking the students to doctor / dropping home especially to girl child.
- Lectures on health, hygiene and nutrition especially for girl students.
- Separate and Clean girl's washroom.
- Separate coaching facility for Judo.
- Hostel Facility in the campus is available for girl students with proper security.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Lingya's Lalita Devi Institution of Management and Sciences as an educational institution, values **inclusionary practices** at multiple levels including its **admission policy**, where students from diverse cultures are admitted.

LLDIMS provides many **scholarships** and awards to encourage inclusion and diversity in the institution. Apart from this, the institution provides admission to students from different socio-economic background and provides concession in fees and help in other areas, for example- the institution **provides free books** and access to journals and articles on the web, to the students.

India, being a multi-diverse country has many festivals from different religions. In order to provide an inclusive environment or to be a **secular institution**, the college administration tries to celebrate all the **Major Festivals** from different religions like Diwali, Onam, Eid, Christmas, Lohri etc. They all are being celebrated with enthusiasm and fun. Various innovative celebrations of **Important National days** like- World Environment Day, Earth Day, Women's Day, Teacher's Day, Human Rights Day, National Education Day etc., which put the students in a perspective of global interaction.

LLDIMS inculcates values of inclusion and respect for people from all strata. It makes students key agents in the process of empowering young minds through education. Opportunities like morning assembly, field trips, Subject activities, Practicum, Seminars and Extension lectures etc. create the space and time to become aware of the existence of individual differences in terms of understanding and execution among the students. The provision for equal participation of boys and girls in all the programmes including sports day, intra-mural cultural and sports competitions.

NSS empowers people from marginalized segments through creating livelihood opportunities towards achieving **sustainable development** for themselves and their communities. Various Educational Programme have been organized where students of LLDIMS teach children of underprivileged backgrounds, in sync with the 86th Constitutional Amendment Act (2002) recognizing their Fundamental Right to Education, International Yoga Day.

The **cultural committees** of LLDIMS focuses on The Indian Dance and Music societies and celebrate diverse cultures through folk dance and music performances from different parts of the country, respectively.

Linguistic Diversity Initiatives: LLDIMS encourages and promotes linguistic diversity through celebration of Hindi Diwas events promote the many languages of poetry also.

WCEC engages with cultural, regional, communal, socio-economic and sexual diversities from a variety of gendered perspective.

Scholarships are being given to all the SC/ST students.

LLDIMS has been committed to educating our students as constitutionally aware citizens sensitized to their Fundamental Rights and Duties.

Awareness campaigns to effectively address the heinous crimes of child sexual abuse and sexual exploitation of children have been organized in sync with Protection of Children from sexual Offences (POCSO) Act 2012.

Eco cell organizes cleanliness drives like Clean India, Green India, the anti-plastic and recycling campaign.

The various committees help in implementing the **code of conduct** among students monitored by IQAC.

Guest/Extension lectures, workshops and seminars on Environment sustainability, human rights, consumer rights, legal rights, Time Management and Education system in the country, Cooperative learning, Inclusive Education etc. are being conducted .

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

7.2 Best Practices

7.2.1

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

Response:

3E: A path way to Sustainable Development(S D)

(3E= Education, Employment and Environment)

Objective

The basic objective of any Higher Education Institution is not only to impart the basic knowledge of the subject or course curriculum and finally provide them the degrees rather to make them fit and suitable to make them independent in terms of their livelihood so as to standon their own feet.

The Context

To achieve the target and ensure the sustainable development we need to take initiative from the educational institutions engaged in professional education and producing young talented youth in various fields and disciplines.

Practice

Human development, economic development and environmental development is the main constituent for gaining sustainable development. Institutions should take utmost care for gaining these development and device system and programme that can ensure attainment of human development, economic development and environmental development.

Theoretical Framework of Practice-I

1. For human development LLDIMS takes utmost care for the following set of activities:

Educational development (IQ: Intelligence Quotient)

Effective teaching learning with the help of modern teaching tools like LCD projector, smart board, ICT devices and well equipped IT lab and library.

Teaching methods based on active participation of students in the classroom

Monitoring and Evaluation of quality and effectiveness .

Behavioral Development (EQ: Emotional Quotient)

Organize personality Development Programs and Career Counseling programs .

Health and Hygiene

Organizing guest lectures and seminar and yoga camp, cancer awareness programs for improving their health and life style.

Our students and teachers are also involved in educating people to nearby rural and semi urban areas .

The professional institution is also responsible for producing the people with diverge skills and providing opportunities for their earnings and livelihood. For this purpose we have started **Entrepreneurship cell** apart from fully fledged **Training and Placement cell**

Environmental Development

Various activities and awareness programme for Environment.

Evidence of Success

Plastic free campus

Eco friendly campus

E-waste management

Bio- gradable waste management

Rain water harvesting

Problems encountered and resources required

Sometimes students hesitate in participation and prohibit from participating in such programs but still they are being brought into main stream by initiating effective counseling and motivational talks by experts.

Title of Practice -II

Inclusive empowerment: Social development through proactive outreach and community engagement

Objective

The objective is to cultivate the spirit of active involvement in service to the community in students.

Context

The College is a medium for promulgation of change in the social sphere. A vital component of the society, the College can harness its resources to raise awareness about pressing concurrent issues prevalent in the society while simultaneously attempting to find tangible and sustainable solutions.

Practice

The College promotes various initiatives in the following areas:

1. Empowering Differently Enabled people: The National Service Scheme started an initiative in association with an NGO named, **Amar Jyoti Charitable trust**, an inclusive school for differently Abled students, where our students conduct various skill enhancement activities like art and craft, candle making, jute bag, hand made files, etc etc.

2. Secondly, NSS also has an association with **the Achievers sports and learning centre**, Working for the empowerment of differently Abled students in Delhi from past many years. Students are encouraged to participate in various sports events and other activities like talent show for the increase in their self-confidence.

3. Environmental awareness and care: Under Eco cell various activities such as plantation drives, poster making competitions, slogan writing competitions, vertical garden creation, etc are regularly undertaken to generate awareness about environment issues.

4. Financial Empowerment-LLDIMS aimed at making communities equipped enough to manage financial resources effectively through community engagement, workshops, seminars, and discussions with major impetus given to the cause of financial empowerment.

5. Urban Literacy: LLDIMS has taken the lead in promoting education for children. It's an effort to give kids from impoverished neighbourhoods close to the college educational classes. It seeks to improve children's entire development by partnering with a few government schools in the neighborhood to offer career advising services that inspire and guide students towards further education. On campus, there are also free computer literacy workshops offered to these students.

6. Rural Empowerment:

Aim to create a better and more sustainable world by bringing together a wide network of academic experts, industry leaders, and students on campus.

Industry project aims to improve the quality of products offered to consumers; overcome inefficiencies in the supply chain, and empower women living in rural areas.

The organisation also organises several donation drives for the benefit of the rural populace.

Evidence of Success

Institutional Social Responsibility and Community engagement presume the benefits .

Teaching-learning process more socially and responsibility oriented, the community gains both in short and long term.

Social commitments is a long run proposition that yields multiple tangible and intangible benefits

Economic benefit

Students enrollment in various higher education after counselling.

Disabled students got skill training .

Digital literacy programmes helped girl child

Social benefit

The NSS have given socio-economic benefits to members of the underprivileged communities in terms of higher education and improved employability.

Environmental

Save the water awareness activities.

Adoption of various trees and plants are taken care by students to safeguard the environment.

Stopped using the foil papers

Plastic free campus.

Problems encountered and resources required

lack of awareness amongst people .

It has been seen that in case of social issues, the general populace generally show ignorance .

Difficult to get the stakeholders invested in causes where a clear demarcation of the cost-benefits of such investment on an individual level is not possible.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

LLDIMS is a world class Institute **nurturing excellence among students** through its continuous and dedicated efforts. Since its inception in 2005, the Institute has relentlessly strived to create its own

benchmarks and achieving them with flying colours. Students coming from rural areas and diverse cultures are encouraged to perform better in academics as well as they are motivated for holistic development through various initiatives and practices. Institute has the strategies to identify slow learners on the basis of CET rank and their classroom performance. Involvement in co-curricular and extra-curricular activities, social responsibility initiatives outside the campus, peer tutoring and mentor-mentee system help to encompass the slow learners to achieve better in various aspects of life. Remedial Classes are also provided to slow learners where different pedagogy methods are used keeping in mind the individual differences of the students.

Few of the noteworthy distinct features are enumerated below:

1. Socio-Economic Development and Empowerment of Disadvantaged groups - LLDIMS offers various scholarships which helps the students to avail education with better resources and employment opportunities with the help of placement cell, skill development through various outreach programmes giving them a sense of identity and community in which they can thrive and grow. Through participation in various cultural and social activities student's development is referred to improvement within the lifestyles of the individuals.

1. Infrastructure and Resources- Book bank facility, fully equipped practical labs, centralised portal for online reading material and well maintained library are some of the facilities available for student support at all times. Students are encouraged to come up with their doubts and queries. The Institute has well qualified, capable and permanent faculty for many years to cater to the same. Majority of faculty are Ph.D and many are pursuing it. Any issues or concerns raised by the students are taken up at the highest level and well managed redressal system is in place.

1. Library-The institute has a big library with a reading room and digital facilities. There are 32824 texts, and it subscribes to 32 magazines. It remains open and accessible to students and staff on all working days. Book bank facility is an added advantage to all the students of available courses

2. Co-Curricular Activities and Value Added Initiatives- Institute boasts of holistic development of its students by creating a suitable environment for all round development. LLDIMS students have access to different Co-curricular activities created for different interest and talent groups. Institute focuses to nurture talents of students that cater to different interest and talent groups. LLDIMS Cultural committee includes the theatre, the dance, the literacy activities, gaming, the art and craft activities, the eco-cell, Innovate cell, the music events, the entrepreneurship cell, etc etc. Regular interactive and engaging events are organised from time to time. Specific emphasis is placed on imparting knowledge regarding ethical code of conduct. Emotional support is provided through mentoring and counselling in the presence of a professional counsellor. **Value added courses** are offered to students to enhance their skills in a better way.

3. Outreach Programmes - In order to enhance skill set of students, corporate visits and internships opportunities are provided and industry collaborations are strengthened. Students are also timely intimated of scholarships, competitive exams, and any other relevant information through multiple sources for them to avail maximum benefits. Corporate Visits are regularly organised. For example, an industrial visit to Yakult, Parley-G, Coka-Cola, NDTV, AAJTAK,

THE HINDU, NCERT, AMAR JYOTI SPECIAL SCHOOL, NSE, HERO HONDA, etc.

4. **Placement Initiatives** – Placements at LLDIMS is one the strongest pillars making us stand tall even in the most challenging times, like the pandemic. The placement cell tirelessly works to secure best placements for students that have resulted in the students getting placed in top companies and organizations. With packages going as high as 10 lacs p.a. (Bijus) students have been able to make their mark in the corporate scenario. Also, apart from promising placements, students of LLDIMS have gone ahead and started their own business ventures. Companies who are a regular visitor at LLDIMS include PLANET SPARK, BARCLAY'S, FEDERAL BANK, HDFC, FIS GLOBAL, IDBI, British Telecom, AIMA, etc.
5. **Monitoring and Supervision**- Regular monitoring is done by management, Director and HODs to ensure smooth conduct of classes. Monthly attendance is compiled by class coordinators and students having short attendance are intimated and motivated to attend classes. Faculty members follow Conduct of Teaching in a smooth manner and ensure that they take extra classes to compensate for any leave taken by them.
6. **Environmental Consciousness**- Institute is committed towards preserving and conserving the Environment. Segregation of waste, keeping the campus green, water harvesting, solar lights, conducting quality audits like Green Audit, Environment Audit and Energy Audits are some of the features that define Institute's dedication towards sustainability.
7. **Counselling** - The Institute has the facility of career counselling as well as personal psychological problems related counsellor by the professional counselors which help the students to get guidance towards each and every aspect of life.
8. **Academic Achievement**-LLDIMS is amongst one of the most admired colleges across Delhi NCR for achieving ever highest levels of excellence in academics. Students at LLDIMS are provided exposure to multiple activities and opportunities for all round development. They are consistently in the University high achievers and are felicitated on year basis. Among the gold medalist we have several students namely Nitin Parmar (BAJMC).

It is due to these high standards the Institute has been able to not just sustain the quality standards but also enhance them, keeping pace with the changing times. In all its pursuits the aim is to “**foster competency and build a legacy of self-dependent students**” who are proud, worthy and successful in all their endeavors. Inclusive environment and

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Institution has implemented the seven criteria of NAAC to ensure quality education, maintain high standards, and provide a conducive learning environment for its students. Institute has designed its curriculum in line with the guidelines provided by GGSIPU which is reviewed regularly to ensure that it meets industry standards and provide students with relevant knowledge and skills.

Institute has a team of experienced and qualified faculty members who use a combination of teaching methods such as lectures, role model, assignments, case studies, group discussions, and practical sessions and modern evaluation techniques such as online quizzes and examinations to evaluate students' progress.

Institute encourages research activities among its faculty and provides them with opportunities to participate seminar, conferences, webinars etc. Institute has collaborated with several national and international universities and industry partners to provide students with practical exposure.

Institute has a modern campus equipped with state-of-the-art facilities such as a well-stocked library, computer and multimedia labs and smart and ICT enabled classrooms. It provides access to online journals and e-books to enhance students' learning experience and has also implemented eco-friendly practices such as rainwater harvesting and solar panels (in process) and Eco-Club.

Institute has a dedicated team of faculty who provide guidance and support to students. It also offers various cocurricular activities such as sports, cultural events, extension student drives and clubs to enhance students' overall development. The institution has also implemented several measures such as student feedback mechanisms, anti-ragging policies, discipline policy and grievance redressal mechanisms to ensure students' well-being. A variety of Add-on Courses are offered to students to give them an edge in today's job market. To preserve and nurture the bond with its alumni, the college maintains an active Alumnae Association.

Institute has implemented several best practices such as green drive, donation camps, rural education, value based education to enhance the learning experience. It encourages values such as integrity, honesty, accountability etc. Institute also encourages community outreach activities such as blood donation camps free computer literacy classes, donation drives, street plays, promoting gender quality and Swachh Bharat Abhiyan to promote social responsibility among its students.

Concluding Remarks :

The art of state infrastructure, committed management and dedicated faculty ensures the sustained growth of the institute and as a result in 2022-2023, the college has 5 courses and 681 students pursuing their undergraduate programme. The delivery of the curriculum in the classroom involves a range of educational experiences that foster critical thinking, creativity, and scientific curiosity. Value-added courses, certificate courses, seminars, workshops, webinars, school visits, industrial visits, internships, field projects, are part of teaching learning process. Continuous Internal Evaluation is monitored by IQAC.

Experiential and participative learning is the main focus of the teaching-learning process. The institute promotes ICT-friendly teaching via Schoofi, Google Classroom and PPTs. The institute follows Outcome Based Education (OBE).

To foster entrepreneurial spirit and social responsibility among its students, LLDIMS established "Entrepreneurship and Innovation Cell" to provide start-up and provide them seed capital. Research committees have been set up by Research and Collaboration Committee (RCC) for undertaking theoretical and applied interdisciplinary research for both students and faculty. Some of the students have written papers and presented them at National and International Conferences and also published in reputed journals. The institute has received research grants from Government and Non-Government agencies like ICSSR, NHRC, NAAC, GGSIP University etc.

The institute has also acquired Schoofi for e-governance. Institute has an effective students' representation in various academic, administrative and extra-curricular and crucial Committees like the IQAC. The institute has transportation facilities for the students and teachers from Delhi-NCR.

The institute has transparent appraisal system to assess its employee's performance. It has well-defined procedures for recruitment, incentives, increments and promotion. The institute provides various welfare measures like study leave, group Insurance, medical coverage, maternity leave etc.

The objective of the management of LLDIMS is not only to promote the students to obtain degree but also to prepare the students to become global citizens with self-confidence, positive attitude and motivation to face any challenge in their lives.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 362 Answer after DVV Verification: 341</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>59</td> <td>72</td> <td>37</td> <td>56</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>59</td> <td>64</td> <td>37</td> <td>56</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>127</td> <td>127</td> <td>119</td> <td>119</td> <td>119</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>127</td> <td>127</td> <td>119</td> <td>117</td> <td>119</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	52	59	72	37	56	2022-23	2021-22	2020-21	2019-20	2018-19	52	59	64	37	56	2022-23	2021-22	2020-21	2019-20	2018-19	127	127	119	119	119	2022-23	2021-22	2020-21	2019-20	2018-19	127	127	119	117	119
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127	127	119	117	119																																					
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p>																																								

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	19	09	17	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	19	08	16	14

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	02	03	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	00	02	03	02

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	01	01	07	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	01	01	06	02

Remark : DVV has made changes as per the report shared by HEI.

4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>42.67</td> <td>14.51</td> <td>0.17</td> <td>5.07</td> <td>28.59</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>181.00</td> <td>83.00</td> <td>66.00</td> <td>116.00</td> <td>122.00</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	42.67	14.51	0.17	5.07	28.59	2022-23	2021-22	2020-21	2019-20	2018-19	181.00	83.00	66.00	116.00	122.00
2022-23	2021-22	2020-21	2019-20	2018-19																	
42.67	14.51	0.17	5.07	28.59																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
181.00	83.00	66.00	116.00	122.00																	
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>97.90</td> <td>67.61</td> <td>70.52</td> <td>77.57</td> <td>77.59</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>81.33</td> <td>21.67</td> <td>37.24</td> <td>355.28</td> <td>361.20</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	97.90	67.61	70.52	77.57	77.59	2022-23	2021-22	2020-21	2019-20	2018-19	81.33	21.67	37.24	355.28	361.20
2022-23	2021-22	2020-21	2019-20	2018-19																	
97.90	67.61	70.52	77.57	77.59																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
81.33	21.67	37.24	355.28	361.20																	
5.3.1	<p>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1917 1046 2051"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>04</td> <td>00</td> <td>13</td> <td>33</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	32	04	00	13	33										
2022-23	2021-22	2020-21	2019-20	2018-19																	
32	04	00	13	33																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	00	00	09	30

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
65	43	20	37	67

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	07	10	11

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
63	58	62	51	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
63	56	59	51	47

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	10	12	09	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	10	12	09	10

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 79 Answer after DVV Verification : 134</p>																				
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>286</td> <td>194</td> <td>197</td> <td>430</td> <td>465</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>216.41</td> <td>151.13</td> <td>167.96</td> <td>400.49</td> <td>405.86</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	286	194	197	430	465	2022-23	2021-22	2020-21	2019-20	2018-19	216.41	151.13	167.96	400.49	405.86
2022-23	2021-22	2020-21	2019-20	2018-19																	
286	194	197	430	465																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
216.41	151.13	167.96	400.49	405.86																	