



# SHRI RAM COLLEGE OF COMMERCE

## Internal Quality Assurance Cell

### Annual Quality Assurance Report

#### 2016-17





Annual Quality Assurance Report  
for the  
Academic Year  
2016-17

Internal Quality Assurance Cell  
Shri Ram College of Commerce  
University of Delhi  
Maurice Nagar, Delhi-110007





## The Annual Quality Assurance Report (AQAR) of the IQAC

### Shri Ram College of Commerce

#### Part – A

**AQAR for the year**

2016-17

### I. Details of the Institution

**1.1 Name of the Institution**

Shri Ram College of Commerce

**1.2 Address Line 1**

Maurice Nagar

**Address Line 2**

University of Delhi

**City/Town**

Delhi

**State**

Delhi

**Pin Code**

110007

**Institution e-mail address**

principaloffice@srcc.du.ac.in

**Contact Nos.**

011-27667905

**Name of the Head of the Institution:**

Prof. Simrit Kaur

**Tel. No. with STD Code:**

011-27667905

**Mobile:**

9810717149

**Name of the IQAC Co-ordinator:**

Dr. Rachna Jawa

**Mobile:**

9899038903

**IQAC e-mail address:**

Coordinator.iqac@srcc.du.ac.in

**1.3 NAAC Track ID**

DLCOGN25879

**OR**

**1.4 NAAC Executive Committee No. & Date:**

EC(SC)/17/A & A/49.1



1.5 Website address:

www.srcc.edu.in

Web-link of the AQAR:

http://srcc.edu/sites/default/files/SRCCAQAR.pdf

1.6 Accreditation Details

| Sl. No. | Cycle                 | Grade | CGPA | Year of Accreditation | Validity Period |
|---------|-----------------------|-------|------|-----------------------|-----------------|
| 1       | 1 <sup>st</sup> Cycle | A+    | 3.65 | 2016                  | 5 years         |
| 2       | 2 <sup>nd</sup> Cycle | -     | -    | -                     | -               |
| 3       | 3 <sup>rd</sup> Cycle | -     | -    | -                     | -               |
| 4       | 4 <sup>th</sup> Cycle | -     | -    | -                     | -               |

1.7 Date of Establishment of IQAC:

12/11/2014

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC - NIL

1.9 Institutional Status

University ☐ State ☐ Central ☒ Deemed ☐ Private ☐

Affiliated College Yes ☐ No ☒

Constituent College Yes ☒ No ☐

Autonomous college of UGC Yes ☐ No ☒

Regulatory Agency approved Institution Yes ☐ No ☒

**Type of Institution**

Co-education ☒ Men ☐ Women ☐

Urban ☒ Rural ☐ Tribal ☐

**Financial Status**

Grant-in-aid ☒ UGC 2(f) ☒ UGC 12B ☒

Grant-in-aid + Self Financing ☒ Totally Self-financing ☐



**1.10 Type of Faculty/Programme**

|                  |                                     |             |                          |                |                                     |            |                                     |                |                          |
|------------------|-------------------------------------|-------------|--------------------------|----------------|-------------------------------------|------------|-------------------------------------|----------------|--------------------------|
| Arts             | <input checked="" type="checkbox"/> | Science     | <input type="checkbox"/> | Commerce       | <input checked="" type="checkbox"/> | Law        | <input type="checkbox"/>            | PEI (Phys Edu) | <input type="checkbox"/> |
| TEI (Edu)        | <input type="checkbox"/>            | Engineering | <input type="checkbox"/> | Health Science | <input type="checkbox"/>            | Management | <input checked="" type="checkbox"/> |                |                          |
| Others (Specify) | <div>P.G.D.GBO</div>                |             |                          |                |                                     |            |                                     |                |                          |

**1.11 Name of the Affiliating University (for the Colleges)**

University of Delhi

**1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc**

|  |              |                     |              |
|--|--------------|---------------------|--------------|
| Autonomy by State/Central Govt. / University | <div>-</div> |                     |              |
| University with Potential for Excellence     | <div>-</div> | UGC-CPE             | <div>-</div> |
| DST Star Scheme                              | <div>-</div> | UGC-CE              | <div>-</div> |
| UGC-Special Assistance Programme             | <div>-</div> | DST-FIST            | <div>-</div> |
| UGC-Innovative PG programmes                 | <div>-</div> | Any other (Specify) | <div>-</div> |
| UGC-COP Programmes                           | <div>-</div> |                     |              |



## 2. IQAC Composition and Activities

|   |    |
|---|----|
| 2.1 No. of Teachers   | 8  |
| 2.2 No. of Administrative/Technical staff                         | 4  |
| 2.3 No. of Students   | 2  |
| 2.4 No. of Management representatives                             | 1  |
| 2.5 No. of Alumni   | 1  |
| 2.6 No. of any other stakeholder and<br>community representatives | 1  |
| 2.7 No. of Employers/ Industrialists                              | 0  |
| 2.8 No. of other External Experts                                 | 1  |
| 2.9 Total No. of members  | 18 |
| 2.10 No. of IQAC meetings held                                    | 4  |
| 2.11 No. of meetings with various stakeholders:                   |    |
| No.   | 7  |
| Faculty   | 1  |
| Non-Teaching Staff  | 1  |
| Students  | 1  |
| Alumni  | 3  |
| Others  | 1  |

2.12 Has IQAC received any funding from UGC during the year? Yes ☒ No ☐

If yes, mention the amount

Rs. 1, 50, 000

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/Workshops/Symposia organized by the IQAC

Total Nos.  International  National  State  Institution Level

(ii) Themes

- 1) Symposium on Quality in Work and Service Delivery
- 2) Workshop on Enhancement on Quality in Teaching and Research
- 3) Workshop on Qualitative Research





## 2.14 Significant Activities and contributions made by IQAC

The IQAC plays an active role in internalising a culture of quality within the College. This culture is maintained and sustained by several initiatives taken by the Cell through the year:

- **Periodical Meetings with stakeholders:** To smoothen the coordination process in the College, the IQAC held periodical meetings/discussions with faculty, non-teaching staff, students and student societies. The objective of such meetings was to apprise the constituent units of the college of the functioning of the IQAC and to enhance the feedback and coordination process. This also facilitated the timely collation of data pertaining to various activities of the departments and enabled IQAC to execute its function of centralising key information of the Institution and ensuring proper documentation of activities/programmes in the College.
- **Creation of Academic Calendar:** The creation of an Academic Calendar has been facilitated to provide proportionate emphasis to the personality and knowledge development of the student by maintaining equilibrium between curricular and extracurricular activities.
- **Development of Teaching-Learning and Administrative wings: Capacity-building programmes** are regularly organised for both teaching and non-teaching staff. The IQAC, through its activities, has been an agent of change in the institution ensuring efficient performance of academic and administrative tasks. Further, from time to time, the IQAC has facilitated change in the Institution in matters of academics and administration through proposals and decisions.
- **Formation of Area specific Committees:** To ensure greater participation and involvement of the constituent units of the College, the IQAC has formed several committees pertaining to various areas of the College. These dynamic committees are formed with specific objectives to execute the functions of the IQAC. These committees include Seminar Committee, College Manual Committee and Academic Calendar Committee.
- **Steps towards greater Information dissemination:** The IQAC has facilitated greater spread of information and transparency by ensuring constant updation of the Institutional website and the formation of College manual. Further, the IQAC has released its periodical newsletter to serve as an important conduit in the effort of spreading important information of the College and the activities of the IQAC on a periodic basis
- **Promotion of Research:** It is on the suggestions of IQAC, a student's journal has been initiated in the College to promote undergraduate research. The IQAC has also recommended the creation of Research Council to expand and promote quality in the publication profile of the College while exploring new avenues of research. Further, from time to time, the IQAC holds workshops/seminars etc to develop a research climate in the Institution.



- **Institutionalising Feedback:** The IQAC has institutionalised feedback in the College by engaging feedback from academic Departments, non-teaching staff, students, alumni and parents of the students. Such feedback is utilised in creation of the action plan and for incubation and implementation of policies for sustenance and enhancement of quality.
- **Development of Infrastructure:** From time to time, the IQAC has facilitated the development of infrastructure, both physical and ICT in the College to ensure that the infrastructure requirements of the stakeholders are met.

## 2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year:

| Plan of Action   | Achievements  |
|--|---|
| Facilitate the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process | For this, a systematic academic mechanism has been adopted. Every semester, for each individual subject, meetings are convened under the guidance of the senior faculty members and the minutes are maintained both by the TIC and IQAC for review. Student feedback in improving the teaching-learning process is encouraged. Further, under the <b>Centre for Professional Development</b> (CPD) various workshops on relevant topics such as Entrepreneurship, Personality Development and GST have been held. Also, language value added courses such as German language for PGDGB0 courses has been introduced.  |
| Review all courses and programs to ensure quality in terms of students' success rate including pass, progression, completion and destination to employment and for further studies.                            | The Academic Supervisory committee has been assigned the task of periodic review. While remedial classes by a dedicated Centre of the College, <b>Shri Ram Centre for Personal Growth</b> , are regularly conducted for solving the problems of students in difficult areas, IQAC took additional steps to strategise and improve the efficacy of such classes. A review of the analysis of the results to find the areas of divergences from expected results was conducted. For improving the employability of the courses, feedback from employers were taken to find strengths and weakness. Further, a systematic progression tracking mechanism has been set up in the College. |



|   |   |
|---|---|
| To coordinate and improve internal communication to facilitate greater policy implementation and quality assurance towards its stakeholders | The IQAC held periodical meetings with the stakeholders of the college i.e. teaching and non-teaching staff and students.   |
| Documentation of the various programmes/activities of the College, leading to quality improvement   | The IQAC has formally developed dynamic systems for collection and documentation of data such as faculty achievements, programmes and activities of the College as well as the various initiatives and programmes undertaken by student bodies. Further, the information process with respect to student society information collected for the purpose of Annual Report has been institutionalised in the IQAC data systems.  |
| Institutionalise the feedback mechanism to enhance its inclusiveness  | A formal feedback mechanism has been institutionalised which engages students, teaching and non-teaching staff, alumni, parents and employers for the efficient functioning of the organisation. Further, periodical meetings with class representatives of all classes across all years of all courses are held periodically.  |
| Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles                | The College and the IQAC have organised multiple workshops on various aspects at regular frequency on themes of development and enhancement of quality in teaching, research and student support services.  |
| Promotion and increase in opportunities to participate in research.   | A student Journal 'Strides' has been created to promote research by students. Steps have taken to improve the spread of 'Business Analyst' - the inhouse journal of the College and making it available electronically. Further, the inclusion of 'Business Analyst' in the UGC list of approved journals will engage the College faculty to contribute actively for the Journal. A dedicated Research Council has been recommended for promotion of quality in research. The College is also in process of launching a multidisciplinary journal titled, "Journal of Humanities" |
| Increase student work-placements, attainments and internships.  | A separate website for Placement Cell has been launched to facilitate greater ease and speed in the   |



|  |   |
|--|---|
|  | placement process. This year, the number of placements has been 337 for the Undergraduate programme and 40 for Postgraduate programme.  |
| Encourage reciprocal, lifelong relationships with our alumni community | <p>The College formally set up a process of collection of student progression once they graduate from the College. The progression reports for the previous three undergraduate batches have already been recorded.</p> <p>The College enhances its ties with its alumni community by holding regular alumni meets and inviting distinguished alumni to actively contribute in the development of the College through guest lectures, speaker sessions and other engagements. Further, the College honours its alumni through alumni excellence awards.</p>                                 |
| Promote community engagement and extension activities                  | <p>The College has started various projects and community engagement activities which focus on environmental care and concern, financial literacy and making differently-abled members of the society empowered. The College has started various initiatives to diversify its community engagement such as <b>Vittshala</b> for financial literacy, <b>Atman</b> for spiritual development, <b>Project Vishwas</b> under NSS for empowerment of differently-abled, <b>Project Asbah</b> under <b>ENACTUS</b> for rural empowerment and <b>Spread the Warmth</b> for urban poor welfare.</p> |

2.15 Whether the AQAR was placed in statutory body? Yes ☒ No ☐

Management ☒ Syndicate ☐ Any other body ☐

**Provide the details of the action taken**

The AQAR was placed for discussion and approval in the GB meeting held on November 2, 2017. The AQAR was approved for onward submission to NAAC.



## Part – B

### Criterion – I

### 1. Curricular Aspects

#### 1.1 Details about Academic Programmes

| Level of the Programme | Number of existing Programmes | Number of programmes added during the year | Number of self-financing programmes | Number of value added/Career Oriented programmes |
|------------------------|-------------------------------|--|-------------------------------------|--|
| Ph. D.                 | -                             | -  | -                                   | -  |
| PG                     | 2                             | -  | -                                   | -  |
| UG                     | 2                             | -  | -                                   | -  |
| PG Diploma             | 1                             | -  | 1                                   | -  |
| Advanced Diploma       | -                             | -  | -                                   | -  |
| Diploma                | -                             | -  | -                                   | -  |
| Certificate            | -                             | -  | -                                   | -  |
| Others                 | -                             | -  | -                                   | -  |
| <b>Total</b>           | <b>5</b>                      | <b>-</b>                                   | <b>1</b>                            | <b>-</b>   |
| Interdisciplinary      | -                             | -  | -                                   | -  |
| Innovative             | -                             | -  | -                                   | -  |

1.2 (i) **Flexibility of the Curriculum:** CBCS/Core/Elective option/Open options:

**CBCS**

(ii) **Pattern of programmes:**

| Pattern   | Selection | Number of programmes |
|-----------|-----------|----------------------|
| Semester  | ✓         | 05                   |
| Trimester | -         | -                    |
| Annual    | -         | -                    |

1.3 **Feedback from stakeholders\*** Alumni  
(On all aspects)(\*Annexure III)

☒

Parents

☒

Employers

☒

Students

☒

Mode of feedback:

Online

☒

Manual

☒

Co-operating schools (If app)

☐

1.4 **Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.**

Nil

1.5 **Any new Department/Centre introduced during the year. If yes, give details.**

The College has set up a Centre for Community Engagement, a student-faculty driven initiative that explores ways to engage the resources of the College to the cause of community building on major developmental issues. The Centre has the following objectives:

1. To strengthen and expand communication and partnership with government agencies, private sector enterprises, civil society organisations, professional bodies and academic networks.
2. To expand staff and student community outreach.
3. To strengthen and expand professional and continuing community education and training across the globe.



## Criterion – II

### 2. Teaching, Learning and Evaluation

#### 2.1 Total No. of permanent faculty

| Total | Asst. Professors | Associate Professors | Professors | Others |
|-------|------------------|----------------------|------------|--------|
| 60    | 30               | 30                   | -          | -      |

#### 2.2 No. of permanent faculty with Ph.D.

27

#### 2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

| Asst. Professors |    | Associate Professors |   | Professors |   | Others |   | Total |    |
|------------------|----|----------------------|---|------------|---|--------|---|-------|----|
| R                | V  | R                    | V | R          | V | R      | V | R     | V  |
| -                | 70 | -                    | - | -          | - | -      | - | -     | 70 |

#### 2.4 No. of Guest and Visiting faculty and Temporary faculty

Guest-  
6Visiting  
NilTemporary-  
Nil

#### 2.5 Faculty participation in conferences and symposia:

| No. of Faculty               | International level | National level | State level |
|------------------------------|---------------------|----------------|-------------|
| Attended Seminars/ Workshops | 23                  | 46             | 70          |
| Presented papers             | 21                  | 19             | 5           |
| Resource Persons             | 5                   | 4              | 7           |

#### 2.6 Innovative processes adopted by the Institution in Teaching and Learning:

To enhance the qualitative value of the teaching and learning process in Shri Ram College of Commerce, the following practices were adopted:

- The College has continued to pursue ICT based teaching-learning education methodology.
- Periodical Subject Meetings are held in which faculty members teaching a particular subject discuss and implement the scope, pace, cases and evaluation in the respective subject.
- The teaching practices place greater emphasis on lecture alternatives such as role-play, case studies, field visits and hands-on experience. On-site industry and institutional visits are held regularly.
- Faculty members also arrange for multiple visits and guest lectures by eminent personalities on diverse topics which enhanced the vibrancy of the curriculum.
- The faculty also mentor the students in research and extra-curricular activities to enhance the overall effectiveness in teaching & learning.



- The pedagogy at Shri Ram College of Commerce focuses on participative learning over one-way learning with students being provided personalised attention through proper implementation of the tutorial system.
- For its PGDGBO programme, the College conducts special introductory sessions for three weeks to acquaint the students with the course ahead. Further, to enhance the skills and industry interface of the students, winter schools are held regularly for the programme.

**2.7 Total No. of actual teaching days during this academic year**

180

**2.8 Examination/Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)**

As Shri Ram College of Commerce is a constituent college, it is bound by the examination system as regulated by the University of Delhi. However, as the University provides discretion in terms of internal assessment, the faculty members of the College have adopted certain innovations in examination and evaluation reforms:

- Multiple class tests are held periodically to continuously evaluate the student's knowledge and learning on the subject.
- The faculty also permits electronic submission of assignments and tests for their respective subjects.
- Regular Group Discussions and Personal Interviews are undertaken to insightfully assess the learning and skill level of the students in understanding the discipline.
- Adoption of Open Book tests for subjects requiring abstract thinking and articulation.
- Adoption of system of evaluation through Presentations and models relevant to the subject.
- Assessment through periodical submission of E-workbooks in subjects having practical orientation such as Computer Applications, Financial Accounting and Income Tax.

**2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop**

17

**2.10 Average percentage of attendance of students**

68.5%

**2.11 Course/Programme wise distribution of pass percentage:**

| Title of the Programme  | Total no. of students appeared | Division     |       |       |       |        |
|-------------------------|--------------------------------|--------------|-------|-------|-------|--------|
|                         |                                | Distinction% | I %   | II %  | III % | Pass % |
| <b>B.Com (Hons)</b>     | 614                            | 77.85        | 95.11 | 2.60  | -     | 97.71  |
| <b>B. A. (Hons) Eco</b> | 133                            | 60.90        | 92.48 | 4.51  | -     | 96.99  |
| <b>M. Com</b>           | 36                             | 33.33        | 86.11 | 13.88 | -     | 100    |
| <b>PGDGBO</b>           | 46                             | 21.73        | 84.7  | 10.86 | -     | 95.65  |



## 2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

One of the main objectives of IQAC is development of teaching-learning standards in the Institution. The IQAC undertakes the following steps to sustain and enhance quality in the teaching learning process:

- a. **Subject Meetings:** The IQAC initiates the process for the Internal Subject meetings which are then held for every subject under the overall coordination of the Teacher-In-Charge of the respective Departments involved. The minutes of meeting per subject per Department are then submitted in duplicate to the Teacher-In-Charge and IQAC which are then perused for the desired suggestions and enhancements. Similar to internal subject meetings, the IQAC also facilitates interdisciplinary meeting for subjects. Such interdisciplinary meeting ensure sharing of knowledge and more application focussed pedagogy which enhances the overall value of the teaching-learning process.
- b. **Value Added Courses:** The IQAC periodically discusses and reviews the need for value added courses. It also explores the gaps in the existing curriculum and requirement of add-on courses for students to enhance the value of the course.
- c. **Workshops and Development Programmes:** The IQAC periodically organises workshops and development programmes for faculty members to enhance the quality of teaching practices and also keep innovating the same. For such workshops/speaker sessions, eminent academicians from diverse fields are invited to apprise the faculty members of the new methodologies in teaching learning.
- d. **Monitoring of Student Feedback:** The IQAC carefully monitors the student feedback on the teaching-learning process. Further, the IQAC also obtains feedback from various stakeholders of the college and attempts to integrate the feedback into the overall teaching process of the College.
- e. **Post Analysis of Results:** The summary of overall examination results of the students of the College is analysed. Such an analysis reveals the points of divergence from the expected results and helps the IQAC in formulating and implementing the needed strategy for the same.
- f. **Integration of Curricular and Extra-Curricular Activities:** To maintain a judicious balance between the curricular learning and extra-curricular activities, the IQAC facilitated the creation of an extra-curricular calendar to adequately divide the time allocated to students for classroom learning and practical learning in the form of management of events and activities under student societies.
- g. **Development of Consultancy Cell:** The IQAC has also suggested the creation of a Consultancy Cell in the College. The Consultancy Cell will provide better industry-academia interface to the faculty members and students enabling them to get better understanding of concepts and theories taught in classroom and their application in practice.





**2.13 Initiatives undertaken towards faculty development:**

| <i>Faculty / Staff Development Programmes</i>         | <i>Number of faculty benefitted</i> |
|---|-------------------------------------|
| <b>Refresher courses</b>                              | N.A.                                |
| <b>UGC – Faculty Improvement Programme</b>            | N.A.                                |
| <b>HRD programmes</b>                                 | N.A.                                |
| <b>Orientation programmes</b>                         | N.A.                                |
| <b>Faculty exchange programme</b>                     | N.A.                                |
| <b>Staff training conducted by the university</b>     | N.A.                                |
| <b>Staff training conducted by other institutions</b> | N.A.                                |
| <b>Summer/Winter schools, Workshops, etc.</b>         | 5                                   |
| <b>Others</b>   | N.A.                                |

**2.14 Details of Administrative and Technical staff**

| <b>Category</b>             | <b>Number of Permanent Employees</b> | <b>Number of Vacant Positions</b> | <b>Number of permanent positions filled during the Year</b> | <b>Number of positions filled temporarily</b> |
|-----------------------------|--------------------------------------|-----------------------------------|---|---|
| <b>Administrative Staff</b> | 49                                   | 11                                | ----  | ----  |
| <b>Technical Staff</b>      | 1                                    | ----                              | ----  | ----  |



## Criterion – III

### 3. Research, Consultancy and Extension

#### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

The IQAC has taken the following steps for the promotion of research in the Institution:

- 1. Constitution of Seminar Committee:** The IQAC has constituted a dedicated Seminar Committee with the objective of organising workshops, symposia, seminars, conferences and conventions on various aspects of quality in education. In pursuit of its objective, workshops and other programmes for development and enhancement of research were organised. Further, eminent personalities are invited for speaker sessions and guest lectures on the qualitative aspects of research.
- 2. Recommendation of Research Council:** Under the aegis of IQAC, a separate Research Council has been recommended. The Council will explore into the creation of multidisciplinary journals as well as work on enhancing the existing publications of the College. Further, the College is also in process of launching a multidisciplinary journal titled, "Journal of Humanities".
- 3. Formation of Student Journal:** Under the suggestions of IQAC, a separate multidisciplinary journal titled STRIDES has been started to promote research amongst undergraduate students.

#### 3.2 Details regarding major projects

|                     | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|---------|------------|-----------|
| Number              | -         | -       | -          | -         |
| Outlay in Rs. Lakhs | -         | -       | -          | -         |

#### 3.3 Details regarding minor projects

|                     | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|---------|------------|-----------|
| Number              | 2         | 1       | -          | 1         |
| Outlay in Rs. Lakhs | 7.50      | 7.00    | -          | 5.00      |

#### 3.4 Details on research publications

|                          | International | National | Others |
|--------------------------|---------------|----------|--------|
| Peer Review Journals     | 41            | 16       | 1      |
| Non-Peer Review Journals | 2             | 2        | 0      |
| e-Journals               | 20            | 1        | 0      |
| Conference proceedings   | 12            | 5        | 0      |

#### 3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS



## 3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

| Nature of the Project   | Duration Year | Name of the funding Agency | Total grant sanctioned | Received   |
|---|---------------|----------------------------|------------------------|------------|
| Major projects  | -             | -                          | -                      | -          |
| Minor Projects  | -             | -                          | -                      | -          |
| Interdisciplinary Projects  | -             | -                          | -                      | -          |
| Industry sponsored  | 2016-17       | Bonanza Portfolio Ltd      | 2,48,000/-             | 2,48,000/- |
| Projects sponsored by the University/ College                           | 2016-17       | University of Delhi        | 1,60,000/-             | 1,60,000/- |
| Students research projects<br>(other than compulsory by the University) | -             | -                          | -                      | -          |
| Any other(Specify)  | -             | -                          | -                      | -          |
| Total   | -             | -                          | 4,08,000/-             | 4,08,000/- |

## 3.7 No. of books published

|                      |    |                          |    |
|----------------------|----|--------------------------|----|
| i) With ISBN No.     | 69 | Chapters in Edited Books | 37 |
| ii) Without ISBN No. | 3  |                          |    |

## 3.8 No. of University Departments receiving funds from

|         |   |     |   |                  |   |
|---------|---|-----|---|------------------|---|
| UGC-SAP | - | CAS | - | DST-FIST         | - |
| DPE     | - |     |   | DBT Scheme/funds | - |

## 3.9 For colleges

|          |   |     |   |                     |   |
|----------|---|-----|---|---------------------|---|
| Autonomy | - | CPE | - | DBT Star Scheme     | - |
| INSPIRE  | - | CE  | - | Any Other (specify) | - |

## 3.10 Revenue generated through consultancy

Nil

## 3.11 No. of conferences organised by the Institution

| Level               | International | National | State | University | College |
|---------------------|---------------|----------|-------|------------|---------|
| Number              | 3             | 1        | -     | -          | -       |
| Sponsoring agencies | -             | -        | -     | -          | -       |

## 3.12 No. of faculty served as experts, chairpersons or resource persons

17

## 3.13 No. of collaborations

International

20

National

2

Any other

-

## 3.14 No. of linkages created during this year

13

**3.15 Total budget for research for current year in lakhs:**

|                     |       |                                       |       |
|---------------------|-------|---------------------------------------|-------|
| From Funding agency | -     | From Management of University/College | 37.50 |
| Total               | 37.50 |                                       |       |

**3.16 No of patents received this year**

| Type of Patent | Type    | Number |
|----------------|---------|--------|
| National       | Applied | N.A    |
|                | Granted | N.A    |
| International  | Applied | N.A    |
|                | Granted | N.A    |
| Commercialised | Applied | N.A    |
|                | Granted | N.A    |

**3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year**

| Total | International | National | State | University | Dist | College |
|-------|---------------|----------|-------|------------|------|---------|
| 13    | 4             | 1        | 4     | 2          | 0    | 2       |

**3.18 No. of faculty from the Institution**

who are Ph. D. Guides

3

and students registered under them

5

**3.19 No. of Ph.D. awarded by faculty from the Institution**

N.A

**3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)**

JRF

N.A

SRF

N.A

Project Fellows

N.A

Any other

N.A

**3.21 No. of students Participated in NSS events:**

University level

250

State level

-

National level

-

International level

-

**3.22 No. of students participated in NCC events:**

University level

-

State level

-

National level

-

International level

-

**3.23 No. of Awards won in NSS:**

University level

-

State level

-

National level

-

International level

-



**3.24 No. of Awards won in NCC:**

|                  |   |                     |   |
|------------------|---|---------------------|---|
| University level | - | State level         | - |
| National level   | - | International level | - |

**3.25 No. of Extension activities organized**

|                  |   |               |    |
|------------------|---|---------------|----|
| University forum | - | College forum | 6  |
| NCC              | - | NSS           | 20 |
|                  |   | Any other     | 3  |

**3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility**

The following activities under Extension and Institutional Social Responsibility have been organised:

- **Extension activities under the Centre for Green Initiatives:** Taking into cognizance the importance of environmental care and awareness, the College has established a Centre for Green Initiatives. The Centre proactively takes initiatives such as plantation drives, energy conservation and water management as well as drives various social media campaigns for environmental awareness. Further, for spread of various environmental initiatives, the Centre celebrated "**Tatva**"-a one of a kind Green festival engaging discussion from government, corporate and academics as well as partaking various activities for the development of a sense of environmental responsibility amongst the College constituents and general public.
- **Extension activities under National Service Scheme, SRCC:** The NSS, SRCC undertakes two projects namely-Project Sanskar and Project Vishwas. Project Sanskar focuses on urban literacy where the student volunteers of NSS, SRCC teach children upto class V from nearby slum areas in the College premises after the completion of regular college classes. Project Vishwas focuses on empowerment of differently-abled persons. Under this project, a manufacturing unit for spices has been set up where differently-abled persons are employed. The project looks at various aspects from procurement of raw materials to end distribution of the ground spices to the customers while providing the differently abled persons a source of livelihood.
- **Extension activities under Vittshala, the Financial Literacy Cell:** In the first phase of Vittshala, the following projects pertaining to financial literacy and empowerment have been undertaken:
  - a) **Project Khushhali:** The members of Vittshala worked directly with the residents of Basaoudi village in Sonipat district of Haryana to improve financial inclusion.
  - b) **Project Sashakt:** The project aimed at financial empowerment of urban slum dwellers, so that they become proficient enough to manage their finances. The project targeted areas of Rohini in Delhi where members started a financial literacy campaign.



- c) **Project Samarth**-Project Samarth focused on improving financial literacy amongst rickshaw pullers around the North Campus, New Delhi.
- d) **Project Utthaan**- Under this project, the market of Kamla Nagar was chosen as the case market to study and improve the financial literacy of the **street vendors**.
- e) **Project Pahal**: Under this project, the Vittshala team visited various villages of Lahaul and Spiti district in Himachal Pradesh and performed various activities such as street play to spread financial literacy.
- **Extension activities under ENACTUS-SRCC**: Currently, two projects are running under Enactus SRCC namely Project 'Sattva' and Project 'Asbah'. Under project Sattva, an initiative in dairy sector is undertaken to empower rural women, counter inefficiencies in the supply chain and enhance quality of products available to consumers. Under Project Asbah, the aim is to provide clean drinking water to rural households and urban slums by setting up Community RO models in areas which lack access to clean drinking water. Through these RO models they intend to provide the rural and semi-urban masses, who can't afford sophisticated filtration mechanism, with clean drinking water at affordable prices.
- **Spread the Warmth**: The students of the College also organised a pan-India cloth collection and distribution drive named, "*Spread the warmth- Cold Days, Warm Hearts*" in which a total of 4.48 tonnes of clothes were collected during the fifteen day campaign. The collected clothes were then distributed amongst people living in urban slum areas.

**Criterion – IV****4. Infrastructure and Learning Resources****4.1 Details of increase in infrastructure facilities:**

| Facilities   | Existing | Newly created                            | Source of Fund | Total   |
|--|----------|--|----------------|---------|
| <b>Campus area (In Acres)</b>  | 15.78    | -  | -              | 15.78   |
| <b>Class rooms &amp; Tutorial Rooms</b>  | 25+54    | -  | -              | 79      |
| <b>Laboratories</b>  | 03       | -  | -              | 03      |
| <b>Seminar Halls</b>   | 01       | -  | -              | 01      |
| <b>No. of important equipments purchased (≥ 1-0 lakh) during the current year.</b> | -        | 1 UPS,<br>03 Desktop                     | N.A            | N.A     |
| <b>Value of the equipment purchased during the year (Rs. in Lakhs)</b>             | -        | UPS-1,36,181/-<br>Desktop-<br>1,60,650/- | N.A            | 296,831 |
| <b>Others</b>  | -        | -  | -              | -       |

**4.2 Computerization of Administration and Library**

The administrative offices of the College viz. Principal Office, Admin Office, Accounts Office and the Computer Centre are fully computerised. The College library is also fully automated employing state-of-the-art RFID and OPAC technology.

**4.3 Library services:**

|                         | Existing |       | Newly added |             | Total  |       |
|-------------------------|----------|-------|-------------|-------------|--------|-------|
|                         | No.      | Value | No.         | Value       | No.    | Value |
| <b>Text Books</b>       | 74104    | -     | 3339        | 51,09,355/- | 77,443 | -     |
| <b>Reference Books</b>  |          | -     |             |             |        | -     |
| <b>e-Books</b>          | 92       | -     | Nil         | -           | 92     | -     |
| <b>Journals</b>         | 80       | -     | Nil         | -           | 78     | -     |
| <b>e-Journals</b>       | 00       | -     | 01          | -           | 01     | -     |
| <b>Digital Database</b> | 03       | -     | Nil         | -           | 03     | -     |
| <b>CD &amp; Video</b>   | 178      | -     | Nil         | -           | 178    | -     |
| <b>Others (specify)</b> | -        | -     | -           | -           | -      | -     |



#### 4.4 Technology upgradation (overall)

|                 | Total Computers | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Departments | Others |
|-----------------|-----------------|---------------|----------|------------------|------------------|--------|-------------|--------|
| <b>Existing</b> | 186             | 3             | -        | 1                | 1                | 3      | -           | -      |
| <b>Added</b>    | -               | 0             | Wi-Fi    | 0                | 0                | -      | -           | -      |
| <b>Total</b>    | 186             | 3             | -        | 1                | 1                | 3      | -           | -      |

#### 4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

The College employs latest hardware and software for its educational and administrative purposes. The College library employs Online Public Access Catalogue (OPAC) software for library services. It also employs RFID and other latest technologies in library sciences. The accounts section employs payroll and dedicated software for accounting procedures. Further, the Wi-Fi system of the College has been upgraded. For the academic efficiency, the College employs customised software for time-table, internal assessment and student management.

#### 4.6 Amount spent on maintenance in lakhs (Rs.):

|  |                    |
|--|--------------------|
| i) ICT                                   | 42,49,237/-        |
| ii) Campus Infrastructure and facilities | 33,18,170/-        |
| iii) Equipments                          | 9,77,334/-         |
| iv) Others                               | 7,09,326/-         |
| <b>Total:</b>                            | <b>92,54,067/-</b> |



**Criterion – V****5. Student Support and Progression****5.1 Contribution of IQAC in enhancing awareness about Student Support Services**

Understanding the role of accuracy and timeliness of information, the IQAC facilitated the creation of a Website Committee to update the Institution website. The step focussed on making information relevant for students accurate, accessible and timely. The updation paid due emphasis on the admission guidelines, criteria, procedure and other formalities which were of prime importance during the admission season. Further, the updation also focussed on proper classification of student support services to reduce navigational difficulties for the end users.

Further, the IQAC also released its periodical newsletter which highlights the action taken by IQAC, various programmes and community engagement initiatives undertaken by the College. The newsletter facilitates the spread of information amongst the students and also promotes a greater awareness of support services through widespread online distribution.

**5.2 Efforts made by the institution for tracking the progression**

The College has a formal student progression tracking mechanism. The email-ID of every graduating student is kept in college records. At regular periods, the College administration sends email to the graduated students regarding their progress. Such an electronic database is maintained by the AO (Admin) and updated regularly.

**5.3 (a) Total Number of students**

| UG   | PG | Ph. D. | Others |
|------|----|--------|--------|
| 2442 | 90 | -      | 126    |

**(b) No. of students outside the state**

1647

**(c) No. of international students**

90

**Men**

| No   | %     |
|------|-------|
| 1349 | 50.75 |

**Women**

| No   | %     |
|------|-------|
| 1309 | 49.24 |

| Last Year |     |     |     |                       |       | This Year |     |     |     |                       |       |
|-----------|-----|-----|-----|-----------------------|-------|-----------|-----|-----|-----|-----------------------|-------|
| General   | SC  | ST  | OBC | Physically Challenged | Total | General   | SC  | ST  | OBC | Physically Challenged | Total |
| 1136      | 284 | 151 | 579 | 61                    | 2390  | 1137      | 319 | 154 | 668 | 61                    | 2442  |

(Admission shown in total column also comprises of admissions not categorised in given category.)

**Demand ratio: N. A.****Dropout %: Negligible**



#### 5.4 Details of student support mechanism for coaching for competitive examinations (If any)

The College has a dedicated centre for student support mechanism named Shri Ram Centre for Personal Growth. The Centre had taken the following measures to provide assistance to students for competitive examinations:

1. Organisation of felicitation cum Interactive Programme titled "*UPSC- The Road less Travelled By*" where alumni of the College who had cracked Union Public Civil Services Exam, 2015 were invited to interact with undergraduate students on the study methodology for the same.
2. Organisation of various interactive sessions of students with various faculty members of professional institutions dedicated to coaching for competitive exams.

No. of students beneficiaries

200

#### 5.5 No. of students qualified in these examinations

|             |       |           |       |      |       |        |       |
|-------------|-------|-----------|-------|------|-------|--------|-------|
| NET         | D.N.C | SET/SLET  | D.N.C | GATE | D.N.C | CAT    | D.N.C |
| IAS/IPS etc | D.N.C | State PSC | D.N.C | UPSC | D.N.C | Others | D.N.C |

#### 5.6 Details of student counselling and career guidance

In terms of student counselling, every faculty member provides personal guidance on academic and career matters. Further, for career guidance, the **Placement Cell** of the College organised CV writing sessions for undergraduate sessions. The **Shri Ram Centre for Personal Growth** also facilitates students counselling and career guidance through its various programmes such as speaker sessions, interaction with eminent personalities etc. The Centre has also initiated a Consulting Club where third year students who have been placed in top tier consulting companies, coach and mentor second years on how to develop the requisite personality and skills to clear the placement process of such companies. The College has also initiated a new initiative called **Wings of Fire** to provide guidance and counselling to students who wish to pursue a career in professional services such as Chartered Accountancy.

No. of students benefitted

1000

#### 5.7 Details of campus placement

| <i>On campus</i>                |                                 |                           | <i>Off Campus</i>         |
|---------------------------------|---------------------------------|---------------------------|---------------------------|
| Number of Organizations Visited | Number of Students Participated | Number of Students Placed | Number of Students Placed |
| 90                              | 400                             | 377                       | -                         |

**5.8 Details of gender sensitization programmes**

The College has a dedicated Internal Complaints Committee (ICC) and Woman Development Cell which looks after the gender sensitisation programmes. In addition to its regular meetings, The ICC organised a workshop on *"Awareness on Sexual Harassment at workplace"* for the teaching, non-teaching staff and students. The workshop featured speakers from the police administration, legal services and academics who highlighted the ways, prevention and consequences of sexual harassment. The Women Development Cell provides a platform for deliberation on pressing social issues related to women. The Cell organised a talk on Women Empowerment that aimed at gender sensitisation and avenues.

**5.9 Students Activities****5.9.1 No. of students participated in Sports, Games and other events**

State/ University level  National level  International level

**No. of students participated in cultural events**

State/ University level  National level  International level

**5.9.2 No. of medals/awards won by students in Sports, Games and other events**

Sports: State/ University level  National level  International level   
Cultural: State/ University level  National level  International level

**5.10 Scholarships and Financial Support**

|   | Number of students | Amount (in Rs.) |
|---|--------------------|-----------------|
| <b>Financial support from institution</b>                                   | 122                | 15,05,760/-     |
| <b>Financial support from government</b>                                    | 11                 | 58,920/-        |
| <b>Financial support from other sources</b>                                 | 69                 | 10,80,067/-     |
| <b>Number of students who received International/ National recognitions</b> | -                  | -               |

**5.11 Student organised initiatives**

Fairs : State/University level  National level  International level   
Exhibition: State/University level  National level  International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed \_\_\_\_\_NIL\_\_\_\_\_



## Criterion – VI

### 6. Governance, Leadership and Management

#### 6.1 State the Vision and Mission of the institution

The Vision of Shri Ram College of Commerce is:

*"To be a College of Global Choice"*

The mission statement of the College, signifying the existence and its road map to the achievement of its vision, reads as:

*"To achieve and sustain excellence in teaching and research, and enriching local, national and international communities through our research, the skills of alumni, and the publishing of academic and educational materials"*

#### 6.2 Does the Institution has a Management Information System?

Yes, the Institution has Management Information System. The various MIS employed by the College are as follows:

- Students Management System
- Students Internal Assessment Management System
- Students Placement Management System
- Time-Table Management System
- Library Information and Management System
- Accounting Management System
- Salary and Payroll Management System

#### 6.3 Quality improvement strategies adopted by the institution for each of the following:

##### 6.3.1 Curriculum Development

Being a constituent college of the University of Delhi, Shri Ram College of Commerce implements the Choice Based Credit Scheme structure of academic curriculum. To enhance the utility and value of the curriculum, the quality improvement strategy focuses on making the curriculum more applied, innovation oriented and synchronous to the developments in field of Commerce, Management and Economics. To do so, the academic departments offer those Generic Electives, Ability Enhancement Credit Courses and Skill Enhancement Credit Courses that are suited towards enhancing the knowledge of the students while simultaneously increasing their employability. Due thought is accorded to provide contemporary and multidisciplinary subjects to students who are given freedom to choose from the list of subjects offered. Further, the quality strategies also stress at add-on courses for both undergraduate and post-graduate programmes that are oriented towards the development of job-relevant skills.



### 6.3.2 Teaching and Learning

The quality strategies on Teaching and Learning focus on making the process more engaging, goal oriented and keeping the faculty updated with the latest developments in pedagogy and teaching methodologies. Accordingly, as a part of the quality improvement strategy for the same, faculty members are given freedom to adopt and innovate teaching methodologies for their respective subjects. As such, faculty members improve the quality of teaching by use of Information and Communication Technology, group discussions, field industrial and institutional visits etc. Further, to harness the synergy of subject knowledge and teaching know-how amongst faculty members, internal subject meetings are held for each subject on a periodical basis every semester where the pace, orientation, methodologies and assessments are mutually decided. To enhance the multi-dimensionality of the discipline, eminent personalities from academics, corporate and government are invited for guest lectures and speaker sessions. Also, since training and development play a significant role in improving the quality of teaching and learning, the IQAC conducts workshops and symposia on a regular basis. The College further encourages the faculty to attend refresher & orientation courses, faculty development programmes and workshops to enhance their knowledge and skill set.

Believing that learning is a continuous process, the quality improvement strategies focus on making the learning process more wholesome and holistic to the development of student personality, with proportionate emphasis given to both curricular and extra-curricular aspects. Faculty members provide personal mentoring and guidance to students on research and career. The College promotes extra-curricular involvement amongst students by providing them the freedom to choose from a wide range of student societies. They are also encouraged to create new student societies pertaining to greater interests of the student community. The balance between the curricular and extra-curricular activities facilitates an all round learning process that equilibrates between theory, application and real world skills such as time and team management.

Further, to directly engage students in the quality sustenance and enhancement process of the College, the IQAC involves students across all courses in the College as a part of its Student Quality Assurance Cell. The IQAC employs student feedback to enhance its strategies on the teaching-learning process.

### 6.3.3 Examination and Evaluation

While the examination and evaluation structure are governed by the University of Delhi guidelines, the College attempts to improve the effectiveness of the internal assessment. The quality improvement strategies focus on maintaining a proper assessment framework which is able to precisely evaluate the knowledge and understanding of the student. The faculty is given autonomy to conduct the internal examination for their subject with respect to the type and number of such examination. Faculty members are encouraged to assess students through multiple evaluation methods such as presentations, written examination, group discussion etc.



#### 6.3.4 Research and Development

The quality improvement strategies emphasize the role of research and faculty development in the Institution. These strategies focus on encouraging and promoting quality research in the Institution. A separate Research Council has been recommended to set up to explore the possibility of new journals and improving the accessibility and impact of research in the College. The College has taken appropriate steps to ensure that its journal, the Business Analyst may be indexed in global indexing services such as Scopus and obtain impact factor. As a result of the efforts, the journal has been included in the UGC list of approved journals. The quality improvement strategies also strive to promote research through a system of rewards and recognition. The College has a scheme named "Centre for Academic Excellence" to promote research amongst faculty, non-teaching staff and students. Under the scheme, there are pecuniary incentives of various kinds for paper presentation and attending conferences. The College has also enacted a Faculty reward Scheme where faculty members are provided incentives for publication of research papers in different classification of journals. Further, keeping in mind the need of research and development, the strategy also aims at providing the requisite infrastructure and academic resources to the faculty. For the same, the College has subscribed to PROWESS - a financial database of Indian Companies maintained by CMIE. From time to time, the College also subscribes to various International and National journals, in both print and electronic form to provide accessibility for the purpose of research and development. In addition to these in-house facilities, the College is also linked to the University of Delhi Library System (DULS) and INFLIBNET, UGC which further broaden the knowledge and research resources available to faculty. In consonance with its emphasis on promotion of research culture, the College as well as its IQAC strive to organise faculty development programmes (FDP) and workshops focusing on the development of research competencies and widening the research abilities of the faculty.

#### 6.3.5 Library, ICT and physical infrastructure/instrumentation

The quality improvement strategies for Library aim at constant improvement and development of library services through updation of technology and employment of latest systems in library sciences. For the same, Online Public Access Catalogue has been installed to provide the availability and location of books in the library. To improve accessibility, Self-issue and return Kiosk has been installed so that students can get books issued and returned on their own. The quality improvement strategies also focus on inclusion of differently abled students for whom a unique Resource centre has been set up to easily access books and other reading materials.

Similarly, the quality improvement strategies for physical and ICT infrastructure focus on their regular maintenance and timely upgradation while ensuring its utility in the education process. The latest software and hardware are employed in the Institution with timely updation to ensure modern facilities for education purposes and productivity in non-academic section.



The College also focuses on creation of adequate physical and ICT based infrastructure to ensure accessibility for all its users. Similarly, Wi-Fi facilities have been provided to students and staff. The strategies also focus on improving the accessibility of the campus to make it friendlier for differently abled. To sustain quality, repair and replacement of equipment and gadgets is assessed periodically on a timely basis with such repair and replacement being done as and when required. To ensure that the academic schedule is not disturbed, regular maintenance is assessed and work is carried out during weekends and vacation.

The College also focuses on extensive maintenance and upgradation of its physical infrastructure. Keeping in line with the requirements of education, the College has from time to time upgraded its infrastructure such as air-conditioned Classrooms, College Auditorium, Seminar Room, state-of-the-art Sports Complex, swimming pool and residential facilities for students. For example, the College has initiated the construction of new girls' hostel for enhanced capacity. The quality strategies focus on maintaining and developing the infrastructure to their optimum capacity for better utilisation. In line with this strategy, the College swimming pool is made accessible to the general public.

The quality improvement strategies also focus on cost-effectiveness with the required expertise. As such, for the regular maintenance on ICT hardware and software, external agencies along with dedicated in-house staff have been engaged. Similarly, due emphasis is laid on cleanliness and hygiene with strict monitoring of housekeeping rules and engagement of outsourcing services. The College also strives to maintain an ecologically balanced campus with the needed biodiversity and resource conservation and recycling.

#### 6.3.6 Human Resource Management

The following quality improvement strategies have been adopted for managing human resource efficiently:

- A scheme for Center for Academic Excellence has been introduced for faculty and staff under which financial assistance is provided to them for participating, presenting papers in national and international conferences, seminars, workshops and training programmes.
- Regular in house training and development programmes are organized for the faculty and staff members. Regular mentoring exercise is done for junior faculty and staff members by the senior faculty and staff members respectively.
- Staff, teaching and non-teaching members are encouraged to accept responsibilities beyond their usual responsibilities to help them to widen their knowledge and expertise in varied areas.
- The College has a cooperative bank named 'Commercial College Co-operative Bank Ltd.' for the benefits of the employees of the College. All permanent employees are the members of this bank and they can avail loans and deposit funds in it.





#### 6.3.7 Faculty and Staff recruitment

For efficient management of faculty and staff induction, the following strategies are adopted:

- Faculty workload is calculated before the on-set of the academic year so as to ascertain the actual need of faculty and staff
- The requirement of teachers with specific specialization are identified before the start of academic session
- Short term and long term regular/ad hoc/contractual requirement is assessed so that to fill the gap accordingly.
- Profiles of prospective candidates are carefully scrutinised so as to ensure recruitment as per the requirement of the College.

#### 6.3.8 Industry Interaction / Collaboration

Following strategies are adopted for strengthening industry interaction and collaborations:

- On regular basis industry-academia interface programmes are organized to strengthen relations with industry.
- Organisation of events at University and National level such as Youth Conference and Business Conclave where senior Executives from industry are invited for interaction with the students.
- Collaborations with industry are created for community service and outreach programmes.
- For the PDGBO programme, industry experts and management personnels are invited to deliver lectures on the applied aspects of the curriculum.

The College has a separate unit named Office of International Programmes (OIP) that looks after the extension activities pertaining to international collaborations and linkages. The OIP organised several international programmes in association with reputed global institutes from USA, UK, France, China, Netherlands, etc. Further, it also organised the first "Global Millennium Summit" on the theme of '**Future of the Millennium**' which entailed speaker sessions, panel discussions, workshops and competitions centering around Entrepreneurship, Banking, Smart cities and Technology.

#### 6.3.9 Admission of Students

The quality improvement strategies for admission of student focus on making the admission process smooth, informative and convenient. The College has undertaken the following strategies for ensuing quality in admission of students:

- Total transparency in admissions which are made strictly on merit basis to ensure quality of students.
- To ensure maximum ease for prospective candidates, all relevant information pertaining to admission is proactively uploaded on the website on a timely basis. This includes aspects such as criteria, eligibility and the time-schedule for admission.





Further, the quality strategies also aim at innovations in the admission process. For example, this year a video detailing the admission process and a best-of-four subject calculator had been uploaded on the institutional website along with most comprehensive FAQs

- The College also aims at inclusivity in the admission and as such, students from diverse economic, social, cultural, regional and national background are admitted to its courses.
- The quality improvement strategies also focus on maximising the convenience of the candidates. For the same, the faculty members are apprised of the admission process before the start of admission. Admission related queries are also answered through phone calls and emails. Admission Help-desks are set-up to facilitate prospective candidates. A dedicated Help-desk is set-up to facilitate students in filling up the forms. An Admission Grievance committee is constituted for redressing admission related grievances. Further, candidates are given specific time slots for formalizing admission to avoid excessive rush at the last minute and to ensure that the admission process is organised in a smooth and systematic manner.
- To ensure ease of access and promotion of digital India, registration for admission is done through on-line admission portal. Further, the mode of fee payment is totally cashless and has to be paid through electronic modes like net-banking, debit or credit cards, etc.

#### 6.4 Welfare schemes for

|              |   |
|--------------|---|
| Teaching     | 7 |
| Non-Teaching | 7 |
| Students     | 6 |

#### 6.5 Total corpus fund generated

Rs. 15,58,84,369.00/-

#### 6.6 Whether annual financial audit has been done?

Yes

☒

No

☐

#### 6.7 Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type     | External |                              | Internal |                 |
|----------------|----------|------------------------------|----------|-----------------|
|                | Yes/No   | Agency                       | Yes/No   | Authority       |
| Academic       | No       | -                            | No       | -               |
| Administrative | Yes      | University Grants Commission | Yes      | Statutory Audit |

#### 6.8 Does the University/Autonomous College declare results within 30 days?

For UG Programmes

Yes

☒

No

☐

For PG Programmes

Yes

☒

No

☐



**6.9 What efforts are made by the University/Autonomous College for Examination Reforms?**

Not Applicable.

**6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?**

Not Applicable.

**6.11 Activities and support from the Alumni Association**

The College organises regular meetings with its Alumni Association. One formal cultural cum-get-together activity annually is organized every year in the College. The Alumni Association further organises three to four get-togethers and networking meetings outside the college. Further, there is a separate annual alumni get-together of the PGDGBO programme.

The Alumni Association provides support in terms of institutional and infrastructural development. Resources from alumni are generated for infrastructural development of the college. The members of alumni association help the student bodies in tapping eminent speakers for lectures and other programmes. The alumni also facilitate the creation of academia-industry Linkages. Alumni also facilitate in the placement of current students.

**6.12 Activities and support from the Parent – Teacher Association**

The IQAC actively seeks feedback from the parents of the students studying in the College. The feedback is then analysed for improvement in the functioning of the College.

**6.13 Development programmes for support staff**

The College has a dedicated Administrative Staff Training and Development Unit under the aegis of Centre for Professional Development. The Unit conducts workshops for the administrative staff related to skills applicable to the job such as Time Management and Excel on periodic basis as well as on requisition of the staff. Various other training programmes are organised from time to time in accordance with the need of the support staff. The Centre for Academic Excellence further promotes training and development among the admin staff by providing incentives to attend conferences, symposia etc. Further, the IQAC has constituted a Seminar Committee for Non-teaching staff which organises workshops, symposia, speaker sessions etc for sustenance and enhancement of quality in the administrative functioning of the College and to participate in the quality culture.



#### 6.14 Initiatives taken by the institution to make the campus eco-friendly

The College has undertaken the following steps to make the campus eco-friendly:

1. **Activities under the Centre for Green Initiatives (CGI):** Under the recommendation of the CGI, the College employs separate dustbins to segregate bio-degradable and non-bio-degradable waste. To promote recycling, the College employs special Green-o-bins waste paper recycling bins where the paper waste of the College is recycled into usable recycled paper. Further, to enhance awareness of environment and the efforts taken, the Centre also publishes a periodic CGI newsletter detailing the efforts of the College towards environment.
2. **Energy Conservation:** The College has installed a few solar panels for energy conservation. The curvilinear design of the building as well as the installation of open-nets according to architectural best practices reduces the emphasis on artificial light. The College is also transitioning to LED lights to save energy usage in the premise. Further, the College has a systematic monitoring mechanism to ensure the lights and fans of rooms are closed when not in use.
3. **Water Conservation:** The College has a full-fledged rainwater harvesting system installed in the campus with five recharge trenches. The College employs a unique groundwater recharging system where the condensate water generated from the central air-conditioning system is channelized to the ground water table. The College also has a unique water recycling system where the residual waste water from RO and water filters is channelled to washrooms. Further, regular maintenance and upkeep of water equipment such as water tanks, RO-purifier and water coolers are done periodically to ensure optimum water usage. Similarly, for maintenance of its gardens and greenery in the campus, the College employs sprinkler technology to reduce water wastage.
4. **Encouragement to car pooling:** In order to reduce pollution from the transport of the members, car-pooling is encouraged in the College. A dedicated parking space has been reserved for car-pools in the college parking lot.
5. **Maintenance of Biodiversity:** The College has a lush green campus spread over an area of around sixteen acres. There are approximately two hundred and fifty trees in the campus area like **Ashoka, Black Plum, Mulberry, Peepal and Eucalyptus** planted in twelve lawns of varying size and description. The College campus also has a botanical garden which has around 50 species of medicinal and herbal plants like **Ginseng, Cardamom, Bay leaf, Holy Basil** etc. The green cover of the campus is well-maintained and necessary steps are taken to ensure its preservation in the form of pruning, pest control and soil management.
6. **Plantation drives:** From time to time, the College undertakes plantation drives in the campus. As a practice, saplings and green mementoes are presented to dignitaries and personalities visiting the campus. The retiring faculty members plant a sapling in the College campus as a symbolic gesture.
7. Further, the College campus is a no-parking zone and no-smoking zone.



- 8. Digitisation of Records:** The College is also ensuring the digitisation of its records. This step is an initiative of the College to move towards a more paperless environment.



## Criterion – VII

### 7. Innovations and Best Practices

**7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.**

As a proactive Institution, the following innovations created a positive impact in the functioning of the College:

**i. Academic Innovations:**

**a. Increased academia-industry interface:** The College has invested in improving the quality of the teaching learning by regularly inviting eminent personalities from diverse fields to help students understand and learn from the real life experiences of such eminent personalities. Further, training and development programmes are held regularly for teachers as well as students under the aegis of **Centre for Professional Development**.

**b. Remedial Classes and Career Counselling:** Understanding the need for additional problem solving, the College's **Shri Ram Centre for Personal Growth** organises remedial classes for students. Further, regular counselling in terms of professional exams are provided to the students.

**c. Field, organisational and industry visits:** The College encourages its faculty to incorporate field visits as well as visits to important institutions and industries into the academic curriculum. This year, students from both undergraduate and postgraduate programmes have undertaken visits to enhance their conceptual understanding.

**ii. Innovations in Research:**

**a. Online Publication of the College's Journal:** Business Analyst, the research journal of the College which was earlier available in print form only, has now been launched in a retrievable electronic format on the College website for ready reference to its readers. Further, the journal is now enlisted in the UGC's list of approved journals in pursuit of attainment of highest quality of research.

**b. Student Journal:** This year, the College launched 'Strides - A students' journal of SRCC', an academic research journal exclusively for the undergraduate students of the College. The journal provides undergraduate students with research orientation, under the guidance of their respective faculty mentors, a platform for transforming their research findings into research papers.

**c. Workshops/Symposia:** The IQAC has initiated the organisation of regular workshops/symposia to inculcate a research environment and provide a platform for faculty members to develop their research potential. The College also organised an International conference in association with the University of Kigali and Namibia University of Science and Technology at Kigali, Rwanda.

**d. Research Block:** The College has created a separate Research block to promote research amongst its



faculty and students. Further, a separate section has been created in the library to help the faculty in their research.

**iii. Innovations in Infrastructure:**

**Up Gradation of College Wi-Fi Facility:** The College Wi-Fi facility has been upgraded to facilitate advanced and free connectivity to the students of the college across its campus. This will not only facilitate its stakeholders by providing easy internet access but will also open the gateway for numerous research platforms. The cost of this set-up has been borne entirely by the College.

**iv. Innovations in Administrative Functioning:**

**a. Digitalisation of records:** The College has taken a step forward in the recordkeeping function by digitalising the document. While this is a humungous task keeping the large number of documents in mind, the majority of documents have been digitalised. The minutes of meetings of most committees and councils are now electronic. Further, institutional information is sent via email to reduce paper usage and ensure storage and retrievability.

**b. Seminars/Workshops/Training programmes for non-Teaching staff:** The College has a dedicated Centre for Professional Development Administrative Staff Unit that periodically conducts workshops and training programmes for the Non-Teaching Staff based on their requirements. Further, the IQAC regularly holds symposia/workshops for the non-teaching staff to enhance their stake in the Institution's quality culture.

**c. Public Connect:** The College has taken various measures to improve its public connect. The website has been assessed and updated to include the most recent content relevant for its users. The College also has posted videos of its important events and activities in the public domain through YouTube. The College has also increased its feedback channels to include alumni, parents and employers more fastidiously. Various avenues of queries have been launched to ensure maximum public connect.

**v. Innovation in Student Development and Progressions:**

**a. Creation of new student endeavours:** Keeping in mind the development needs of the students, the College has started three new societies namely **Vittshala** aiming at spreading financial literacy in the community, **SRCC Wings of Fire** that focuses on developing competencies amongst undergraduate students for professional exams and **Atman-The Mind, Body & Soul Club of SRCC** that focus on mental health and spiritual development of the students. Further, the College also expands students endeavours in to various fields such as financial literacy, rural empowerment etc such as **Project Asbah under ENACTUS** and **Project Vishwas under NSS, SRCC**.

**b. Formal Progression tracking mechanism:** To keep connected with its alumni and track their progression as a formal mechanism of measurement of learning outcomes, the College has developed a formal student progression tracking mechanism.



**7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year**

- A systematic academic mechanism has been adopted in the College. Every semester, for each individual subject, meetings are convened under the guidance of the senior faculty members and the minutes are maintained both by the TIC and IQAC for review. Student feedback in improving the teaching-learning process is encouraged. Further, under the **Centre for Professional Development** (CPD) various workshops on relevant topics such as Entrepreneurship and Personality Development have been held. Also, value added courses such as German language for PGDGB courses had been introduced.
- The Academic Supervisory committee has been assigned the task of periodic review. While remedial classes by a dedicated Centre of the College, **Shri Ram Centre for Personal Growth**, are regularly conducted for solving the problems of students in difficult areas, IQAC took additional steps to strategise and improve the efficacy of such classes. A review of the analysis of the results to find the areas of divergences from expected results was conducted. For improving the employability of the courses, feedback from employers were taken to find strengths and weakness. Further, a systematic progression tracking mechanism has been set up in the College.
- The IQAC has formally developed dynamic systems for collection and documentation of data such as faculty achievements, programmes and activities of the College as well as the various initiatives and programmes undertaken by student bodies. Further, the information process with respect to student society information collected for the purpose of Annual Report has been institutionalised in the IQAC data systems
- The College has started various projects and community engagement activities which focus on environmental care and concern, financial literacy and making differently-abled members of the society empowered. The College has started various initiatives to diversify its community engagement such as **Vittshala** for financial literacy, **Atman** for Spiritual development, **Project Vishwas** under NSS for empowerment of differently-abled, **Project Asbah** under ENACTUS for rural empowerment and **Spread the Warmth** for urban poor welfare

**7.3 Give two Best Practices of the Institution** (Format as per the NAAC Self-study Manuals)

Based on its critical assessment and thoughtful introspection, the College has identified the following as its best practices\*:

- ❖ **Best Practice I:** Experiential Learning: Developing leaders and entrepreneurs.
- ❖ **Best Practice II:** Inclusive empowerment: Social development through proactive outreach and community engagement.

*\*Details of the above have been provided in Annexure IV*



#### 7.4 Contribution to environmental awareness/protection

The College has a dedicated Centre for Green Initiatives established with the objective of sensitizing people about the need for protection of environment for a sustainable and healthy future. The Centre has been instrumental in taking steps and initiatives towards the conservation of environment and channelizing concerns for the environmental issues pertinent to the society. This year, the Centre launched two publications; First, a periodical newsletter of the Centre to keep the stakeholders abreast of the latest developments in Environmental Sciences and the efforts of the College towards environmental care and welfare. Second, an annual magazine titled "**Avni**" has been launched to channelize the creative potential of the students and making them more engaged in the environmental aspect of education. Both these publications have been launched in the electronic format on the website to ensure wide accessibility and distribution to the general public, furthering the cause. Further, the Centre also spreads awareness through its Facebook page where periodical campaigns and environment based information stories are posted to engage the constituents of the college as well as the general public. The Centre also organises a unique annual green festival, "**Tatva**", which features multiple events such as speaker sessions and workshops to engage the college community and general public towards the cause of environment.

The College has taken various measures towards environmental protection. These include:

- i. Setting up of Rainwater harvesting units.
- ii. Employment of a unique water recycling system to recharge groundwater from residual water condensate from central air conditioner.
- iii. Employment of sprinklers based watering system in its gardens and sports field.
- iv. Unique Water channelizing system to reuse the waste RO water to washrooms.
- v. Use of solar panels to generate energy.
- vi. Use of energy efficient and rated electrical equipments to conserve energy.
- vii. Minimisation of energy consumption through systematic monitoring.
- viii. Waste management through proper segregation and disposal of waste.
- ix. Reduction of paper usage by making important documents such as Annual Report, Prospectus etc. online.
- x. Recycling of paper wastage in the College.
- xi. Promotion of public transport and carpooling.

#### 7.5 Whether environmental audit was conducted?

Yes



No







**7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)**

**a) Strengths:**

- I.** The College enjoys a pan-India reputation for being one of the most sought after institutions for commerce and economics education.
- II.** The student base of the College is elite in terms of their knowledge and skills throughout the nation. Further, the College has a very vibrant, diverse and inclusive student base with students from all parts of the country.
- III.** The College provides major growth opportunities to students in terms of academics, extra-curricular, international exposure, social and community engagement.
- IV.** The Alumni of the College are spread in diverse fields and enjoy leadership positions in politics, business, sports, entertainment and academics.
- V.** The faculty members of the College have authored large number of books for various undergraduate, postgraduate and professional courses which are on the recommended reading lists of many universities across India.
- VI.** The College's infrastructure, especially its library and sports, is modern and completely aligned with its vision to be an institution of Global Choice.
- VII.** Business Analyst, the College's journal is a very reputed journal amongst academicians and is now in the UGC's List of approved journals.
- VIII.** The College has a very transparent, carefully planned and well administered admission process.
- IX.** The Post-Graduate Diploma in Global Business Operations course has been very well received by the industry.
- X.** The College's role in extension activities and commitment to social causes extends its overall impact in the society.

**b) Weakness:**

As a constituent college of the University of Delhi, it is bound to follow the curriculum designed by the University which at times reduces the academic flexibility.

**c) Opportunity:**

- I.** A dynamic economic environment and the introduction of structural reforms provide an opportunity to SRCC faculty to be eminent resource persons in making stakeholders such as academicians/researchers/public policy makers/industrialists understand the implications of the same.
- II.** To start with several other courses which are domain specific i.e. having their orientation towards quality commerce education, for example Bachelor of Management Studies or a full time MBA program.
- III.** The College can tap the potential of its faculty by encouraging them towards providing



consultancy services to the industry. The College can further enhance its industry-academia interface.

**d) Constraints**

- I. There is a narrow band of courses offered by the College.
- II. One of the major constraint the College faces is the constraint of physical space. The College building has been declared a "Heritage Building" by the Government of NCT due to which expansion activities are restricted on the structure. In addition, the proximity to the Archaeological Survey of India site places restrictions on the College on expansion. This leaves the College with no scope of expansion for physical facilities.

**8. Plans of institution for next year**

The Institution plans the following for the next academic year:

1. Increase in Value-Added and skill-enhancement courses for both undergraduate and postgraduate students.
2. Developing and promoting innovation in teaching-learning methodologies.
3. Organisation of summer and winter schools to promote applied learning in students
4. Upgradation of the PGDGB0 programme to a full-fledged Postgraduate Degree course.
5. Enhancing the application orientation of the curriculum by incorporating more field work, guest lectures, projects and training based summer/winter schools.
6. Increasing industry-academia interface through consultancy and projects.
7. Promotion of research opportunities for students & faculty members.
8. Organising workshops/symposia for faculty, non-teaching staff and students on a periodic basis.
9. Enhancing the teaching-learning infrastructure of the College
10. Organising international and national seminars/conferences on various relevant themes.
11. Enhancing the role, accuracy and timelines of information for student support.
12. Development of more streamlined MIS based systems in the College and greater integration of ICT based systems.
13. Promotion of inclusiveness and better environmental practices in the College such as greater adoption of solar energy, Solid Waste Management and Water Management.

*Signature of the Coordinator, IQAC*

**Dr. Rachna Jawa**  
(Coordinator, IQAC)

*Signature of the Chairperson, IQAC*

**Prof. Simrit Kaur**  
(Chairperson, IQAC)



## **Annexure I**

### **Abbreviations**

|      |   |  |
|------|---|--|
| CAS  | - | Career Advanced Scheme                   |
| CAT  | - | Common Admission Test                    |
| CBCS | - | Choice Based Credit System               |
| CE   | - | Centre for Excellence                    |
| CGI  | - | Centre for Green Initiatives             |
| CMIE | - | Centre for Monitoring Indian Economy     |
| COP  | - | Career Oriented Programme                |
| CPE  | - | College with Potential for Excellence    |
| DPE  | - | Department with Potential for Excellence |
| DNC  | - | Data Not Collected                       |
| GATE | - | Graduate Aptitude Test                   |
| ICT  | - | Information and Communication Technology |
| NET  | - | National Eligibility Test                |
| PEI  | - | Physical Education Institution           |
| SAP  | - | Special Assistance Programme             |
| SF   | - | Self Financing                           |
| SLET | - | State Level Eligibility Test             |
| TEI  | - | Teacher Education Institution            |
| TIC  | - | Teacher-In-Charge                        |
| UPE  | - | University with Potential Excellence     |
| UPSC | - | Union Public Service Commission          |

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## **Annexure II**

Academic Calendar for the year 2016-17

| <b>Semester I/III/V</b>                                   |                                      |
|---|--------------------------------------|
| Commencement of Academic Year                             | July 20, 2016                        |
| Mid-Semester Break  | October 11, 2016 to October 16, 2016 |
| Classes begin after Mid-Semester Break                    | October 17, 2016                     |
| Dispersal of Class, Preparation Leave and Practical Exams | November 12, 2016                    |
| Theory Examinations begin                                 | November 24, 2016                    |
| Winter Break  | December 17, 2016 to January 1, 2017 |
| <b>Semester II/IV/VI</b>                                  |                                      |
| Classes begin   | January 2, 2017                      |
| Mid-Semester Break  | March 13, 2017 to March 19, 2017     |
| Classes begin after Mid-Semester Break                    | March 20, 2017                       |
| Dispersal of Class, Preparation Leave and Practical Exams | April 27, 2017                       |
| Theory Examinations begin                                 | May 9, 2017                          |
| Summer Break  | May 20, 2017 to July 19, 2017        |

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### **Annexure III**

#### **Details of Feedback**

The College encourages feedback from all constituent units of the College viz. the students, faculty members, non-teaching staff, parents, alumni, employers and other stakeholders. The College employs a systematic feedback mechanism to harness its effectiveness. The feedback is taken at various levels viz, the Institutional Level, the IQAC level, the Departmental level and the individual unit level. The mode of feedback is both manual and online.

In the online mode, feedback is taken through the institutional website and mails sent periodically to the stakeholders from time to time. The College has an email address dedicated to general queries and other feedback. During admissions, the College also provides support services and other feedback support through additional contact services. The IQAC solicits quality based feedback and suggestions from faculty, non-teaching staff, students, parents of the students, alumni and employers through online feedback forms. This feedback is analysed to develop the roadmap for the academic year ahead and align the interests of various stakeholders with the institutional interests. Further, departmental level feedback is taken from faculty and students to enhance the teaching-learning process.

In the manual method, various feedback boxes have been installed at strategic places such as IQAC office, Administrative office, GBO block, and Placement Cell offices. These feedback boxes are opened periodically and the feedback so received is duly recorded. The analysis of such feedback is done on an institutional level and in case of any grievance, the appropriate department is addressed to for its action.



#### Annexure IV

#### **Best Practices of the College**

#### **BEST PRACTICE I**

|                        |   |
|------------------------|---|
| <b><i>Title</i></b>    | <b>Experiential Learning: Developing leaders and entrepreneurs</b>  |
| <b><i>Goal</i></b>     | To promote all-round holistic development of students to develop them into leaders and entrepreneurs of tomorrow. The underlying philosophy is to impart the requisite skills and proficiencies needed to build the competencies to succeed. The College also focuses on developing abilities of the students to merge their personal development with the social responsibilities.   |
| <b><i>Context</i></b>  | For any academic institution, the most important outcome of its teaching-learning process is its students. As such, the teaching learning process should be anchored to inculcate the requisite skills in the students who can succeed in their chosen careers once they graduate from the College. The theoretical learning imparted in classes is limited to the extent of textbooks and does not account for dynamic changes in the world of business and management. As such, without an all-encompassing pedagogy that lays implicit focus on experiential learning, students will not be able to transform their energies and motivation towards achieving self-actualisation. Further, for a nation to grow, it needs the vital boost of entrepreneurs; risk-takers who develop capital and harness the exploitable market potentials to create social and national wealth. The teaching-learning process should also focus on nurturing such entrepreneurial abilities amongst its students and strive to promote them towards the greater good of all. |
| <b><i>Practice</i></b> | At SRCC, the focus on teaching-learning is to engage the student both within and outside the classroom. The College employs a variety of teaching pedagogies and evaluation methods to supplement the theoretical aspects with application and practice. The College has already transcended for a podium based teaching to participative teaching. Faculty integrate ICT based teaching to the conventional chalk and talk lecture method to create a more dynamic system of education. Students are taken on field visits and have regular interactions with eminent personalities in the subject. The diversity in teaching practices help to enhance the learning of the students. Further, to imbibe the sense of management and responsibility, the College environs promote forty plus students' societies managed by students under the guidance of faculty members. Students organise annual national events such as Youth Conference, Business Conclave, National Colloquium, GBO HR summit, Crossroads etc. where top national and international     |



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|  | <p>leaders and eminent personalities from spheres of business, politics, economy, policy, government, entertainment, sports and social work are invited to interact with students. This year the students of SRCC were addressed by the following luminaries on various occasions:</p> <ol style="list-style-type: none"><li>1. Shri Pranav Mukherjee, Hon'ble President of India</li><li>2. Shri Arun Jaitley, Minister of Finance and Corporate Affairs, Government of India</li><li>3. Shri Prakash Javedkar, Minister of Human Resource and Development, Government of India</li><li>4. Shri Vijay Goel, Minister of Sports, Government of India</li><li>5. Shri Venkaiah Naidu, Minister of Urban Development, Government of India</li><li>6. Dr. Harshvardhan, Minister of Science and Technology, Government of India</li><li>7. Sheikh Nahayan Mubarak Al Nahayan, the Minister of Culture &amp; Knowledge Development, UAE</li><li>8. Dr. Arvind Subramanian, Chief Economic Adviser, Government of India</li><li>9. Prof. Yogesh Tyagi, Vice Chancellor, University of Delhi</li><li>10. Mr. Rajat Sethi, Member, BJP</li><li>11. Mr. Sanjay Jha, Congress</li><li>12. Mr. Raghav Chadha, AAP</li><li>13. Mr. Sambit Patra, National Spokesperson, BJP</li><li>14. Mr. Suresh Narayanan, CEO, Nestle India</li><li>15. Mr. Manoj Bhargava, Billionaire Philanthropist</li><li>16. Mr. Kavin Bharti Mittal, Founder &amp; CEO, Hike Messenger</li><li>17. Mr. Tarek Fatah, Author, Columnist &amp; TV Show Host</li><li>18. Mr. Harsha Bhogle, Commentator &amp; Journalist</li><li>19. Mr. Pronab Sen, Country Director, IGC</li><li>20. Ms. Payal Koul, Vice President, Invest India</li></ol> <p>To enhance the cultural and global context of the course, the College holds a multitude of international programmes which engages students in interaction and research with students from global institutions from countries such as USA, UK, Australia, Netherlands, Singapore, France, China etc. From time to time, at the behest of the College, students are given opportunity to organise and participate in international events such as the Global Millennium Summit and Global Sustainability Summit to imbibe a spirit of fosterness in the students. Understanding that research skills are vital for the progression of student career, the College has specialised schemes under its Center for Academic Excellence to provide pecuniary</p> |
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|   | and non-pecuniary incentives to students who invest time in writing and presenting research papers on various platforms. The College also has a dedicated Centre for Incubation, Innovation and Entrepreneurship for identifying and developing entrepreneurial abilities amongst the students. The overall outcome of such efforts is that students learn team management, entrepreneurial and communication skills in an applied context on an international and national platform.  |
| <b><i>Evidence of Success</i></b>                         | While the outcome of such practice is oriented in long term, its effects can also be seen in short term. The College is renowned for its alumni, placement and entrepreneurial ventures. This year a total of 377 students from both undergraduate and postgraduate programmes have been placed in 90 companies in profiles across Audit, Banking, Consulting, Finance, Marketing, Sales etc with the highest package being Rs. 30 lakhs per annum. The alumni of the College have gained excellence in the diverse fields.  |
| <b><i>Problems encountered and resources required</i></b> | Since the idea of the practice is to nurture applied and experiential learning, this initiative demands energy, time and resources. The firm commitment of faculty and students is required, with continuous motivation to keep the initiative in action. Financial resources and time constraints within the academic calendar were other problems that perked up. The resources were procured through alumni network or corporate sponsorships for most of the activities. Also, to overcome time constraints, the teaching staff, non-teaching staff and students work well beyond office hours to assist student activities throughout the year. |





## BEST PRACTICE II

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|------------------------|--|
| <b><i>Title</i></b>    | <b>Inclusive empowerment: Social development through proactive outreach and community engagement</b>   |
| <b><i>Goal</i></b>     | The objective of the practice is to engage community to create closer ties between institution of higher education and communities they serve with the result to deepen the quality of learning and discovery. The goal is also to cultivate the spirit of active involvement in service to the community in students.   |
| <b><i>Context</i></b>  | 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. Issues such as environment and inclusiveness in terms of literacy, financial empowerment and ensuring equal opportunities to differently-abled are concerns which have been deliberated upon at various national and international forums. As such, it is pertinent for the progress of the society institutions of higher education channelize their academic resources and expertise towards such issues and create feasible, adoptable and sustainable long-run solutions.  |
| <b><i>Practice</i></b> | <p>The College has proactively adopted a 360-degree approach into investing its energies into several different areas of Institutional Social Responsibility. The College promotes various initiatives in the following areas:</p> <ol style="list-style-type: none"><li>1. <b>Empowering Differently Enabled people:</b> The National Service Scheme started a Project Vishwas where in association with an NGO named Swayam, a microenterprise employing differently abled people manufacture of spices was set up.</li><li>2. <b>Environmental awareness and care:</b> The College has a unique Centre for Green Initiatives dedicated to the cause of creating a pervasive atmosphere facilitating conversation, action and feedback on environmental issues engaging staff, students and general public. Under this Centre, various activities such as plantation drives, carbon credit calculations, social media campaigns etc are regularly undertaken to generate awareness about environment issues. The Centre also organises a one of a kind green festival celebrating the essence of nature named <b>Tatva</b> which engages various environmental stakeholders such as academicians, corporate and government in policy oriented discussion. The festival also showcase best environmental practices from other academic organisations to highlight the various initiatives</li></ol> |



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|  | <p>being taken at grass root level. Similarly, the Environment wing of National Service Scheme, SRCC also takes various activities such as surveys, flash mobs, street plays etc. to highlight the cause of environment amongst general public.</p> <p>3. <b>Financial Empowerment:</b> Vittshala is a Centre for Community Engagement (CCE) initiative, 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. The members of Vittshala undertook several activities such as identification of target groups and areas, surveying such groups, street plays for generating financial awareness and opening of bank accounts. Currently, four projects are being undertaken under Vitshalla focussing on rural, urban slums, shopkeepers and rickshaw pullers respectively. Further, the Finance and Investment Cell (FIC) of the College had also embarked on a drive for financial inclusion wherein the students identified and facilitated the opening of Jan-Dhan accounts for people having no access to banking services.</p> <p>4. <b>Urban Literacy:</b> The National Service Scheme (NSS) SRCC has dedicated an entire project, Project Sanskar, towards the cause of child education. It is an initiative to provide educational classes to children from slum areas near the College. Apart from studies on a larger canvas, it aims at bringing overall development of children. In this project, classes are conducted on a daily basis in the college classrooms with student volunteers to teach them. The project not only focuses on their syllabus but aims at strengthening their basics in sync with the learning speed of the students which is often ignored in conventional schooling pedagogy.</p> <p>5. <b>Rural Empowerment:</b> Enactus, SRCC brings together a diverse network of university students, academic professors and industry leaders with a mission of creating a better and more sustainable world. Currently. two projects are running under Enactus SRCC namely Project ‘<b>Sattva</b>’ and Project ‘<b>Asbah</b>’. Under Project Sattva, an initiative in dairy sector is undertaken to empower rural women, counter inefficiencies in the supply chain and enhance quality of products available to consumers. Under the Project Asbah, the aim is to provide clean drinking water to rural households and urban slums by setting up Community RO models in areas which lack access to clean drinking water. Through these RO models they intend to provide the rural and semi-urban masses who can’t afford sophisticated filtration mechanism with clean drinking</p> |
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|                                   | water at affordable prices. These filtration mechanisms employ clay based filters, the manufacture of which engages potters in the rural area.  |
| <b><i>Evidence of Success</i></b> | <p>The execution of activities under Institutional Social Responsibility and Community engagement presume that the benefits of such actions will be spread amongst a large part of the society over a long period of time. While students and faculty alike learn in the process of community engagement making the teaching-learning process more socially and responsibility oriented, the community gains both in short and long term. As such, the evidence of success in such social commitments is a long run proposition that yields multiple tangible and intangible benefits. Currently, the benefits of community engagement can be listed as below:</p> <ul style="list-style-type: none"><li>• <b>Economic Benefits</b></li></ul> <p>Under the project Asbah, the income per potter recorded an increase of Rs. 1560 per month over the previous year. The filters significantly reduce expenditure on clean drinking water to less than Re 1 per day. Project Asbah has been appreciated by the Ministry of Water Resources. Under the Centre for Green Initiatives, the College has internally harvested 15 million liters of water which reduces the overall cost of water consumption.</p> <ul style="list-style-type: none"><li>• <b>Social Benefits</b></li></ul> <p>Project Asbah has impacted more than 100 lives in one month of operation by providing 15600 litres of clean drinking water and reducing the risk of waterborne diseases. The production of clay-based filters has instilled new life in the dying art form of pottery. Vitshalla, the Financial Literacy Cell has covered about 1000 people in over five areas and three states to improve financial literacy in these areas. Similarly, Project Sanskar and Project Vishwas under the NSS have given socio-economic benefits to members of the underprivileged communities in terms of higher education and improved employability.</p> <ul style="list-style-type: none"><li>• <b>Environmental</b></li></ul> <p>Under the Centre for Green Initiatives' waste paper recycling initiative, a total of 11,000 kgs worth of paper has been recycled. In environmental terms, this translates to 550 trees saved from being cut. Under the Project Asbah, the clay-filter has been used as an eco-friendly solution for clean drinking water. Usage of the filter doesn't require electricity thereby making it energy efficient.</p> |



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| <b><i>Problems encountered and resources required</i></b> | <p>One of the major problems while attempting to alleviate social issues is the lack of awareness amongst people with respect to that issue. It has been seen that in case of social issues, the general populace, even the more erudite ones, generally show ignorance to the issues and are indifferent to the cause, effect or consequences of such issues. As such, any ideal that requires the community to be engaged faces a degree of ignorance and at times, even resistance. Further, it is 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.</p> <p>As such, the practice requires the greater support of the community and the perseverance of dedicated team effort. To enhance the effectiveness of the inclusive initiatives, financial support raised through corporate sponsorship, especially under CSR scheme and focussed print and electronic coverage of efforts were some of the resources needed.</p> |
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## **Internal Quality Assurance Cell**

**Shri Ram College of Commerce**

University of Delhi

Maurice Nagar, Delhi-110007