



Yearly Status Report - 2018-2019

Part A

Data of the Institution

1. Name of the Institution		INSTITUTE OF HOME ECONOMICS
Name of the head of the Institution		Dr (Mrs) Geeta Trilok Kumar
Designation		Director
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		01146018108
Mobile no.		9650559995
Registered Email		principal@ihe.du.ac.in
Alternate Email		admin@ihe.du.ac.in
Address		F-4, Hauz Khas Enclave, New Delhi
City/Town		Delhi
State/UT		Delhi
Pincode		110016
2. Institutional Status		

Affiliated / Constituent	Constituent
Type of Institution	Women
Location	Urban
Financial Status	Self financed and grant-in-aid
Name of the IQAC co-ordinator/Director	Dr. Geeta Punhani
Phone no/Alternate Phone no.	01126532402
Mobile no.	9811640804
Registered Email	iqac@ihe.du.ac.in
Alternate Email	geeta.punhani@ihe.du.ac.in

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://www.ihe-du.com/images/misc/aqar2018-2019.pdf
4. Whether Academic Calendar prepared during the year	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	http://www.ihe-du.com/index.php?option=com_content&view=article&id=121&Itemid=107

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
1	A	3.13	2016	05-Nov-2016	04-Sep-2021

6. Date of Establishment of IQAC

01-Oct-2015

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Two-day Workshop on 'IPR: Its Genesis, Significance	13-Sep-2018 2	62

and Compliance'		
Workshop on 'QS Rating'	14-Feb-2019 1	25
Orientation to 'Sexual Harassment of Women at Workplace Act'	20-Feb-2019 2	148
Talk on 'Towards a Sustainable Environment'	12-Mar-2019 1	127
Workshop on 'Enhancing PC Skills: Working with Data Efficiently'	24-May-2019 1	25
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Dr. Seema Puri	Research Project	Nutrition Impact Solutions (NIS)	2018 213	2109625
Dr. Geeta Trilok-Kumar	Research Project	The Bill and Melinda Gates Foundation (BMGUF through BIRAC)	2016 1825	834100
Institute of Home Economics	Star College Fund	DBT	2017 1095	2900000
Institute of Home Economics	FIST Grant	DST	2017 1095	9250000
Institute of Home Economics	Maintenance Grant	UGC	2018 365	303852827
Dr. Savita Aggarwal	Research Project	UNFCCC	2017 1095	2800000
Dr. Savita Aggarwal	Research Project	Ministry of Women and Child Development	2017 730	1106700
Dr. Seema Puri	Research Project	University of Sydney	2018 455	4012680
Dr. Geeta Trilok-Kumar	Research Project	The Wellcome Trust UK/DBT India Alliance	2018 1825	42921974
Dr. Geeta Trilok-Kumar	Research Project	The DBT India Alliance	2018 730	5802517
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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	8
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	View File
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
12. Significant contributions made by IQAC during the current year(maximum five bullets)	
<ul style="list-style-type: none"> • Community outreach programs in nutrition, literacy, skill enhancement, etc. • Mental Health Society Voices was launched. • Organic composting of natural waste has been initiated. • A laboratory with FIST grant (DST) has been established. • Initiation towards making the campus a zeroplastic zone. 	
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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year	
Plan of Action	Achivements/Outcomes
Teaching Learning process to be made more engaging	Curriculum revision was done for all disciplines under LOCF to make it more engaging and build a critical, scientific temperament.
Faculty enhancement initiatives	Workshops for teaching and non-teaching staff were organised after due consultation.
Redressal mechanism to be streamlined	Structured feedback was taken from all stakeholders through the Institutional Management Information System (ILS)
Alumni Association Registration to be formalized	The process for registering the college Alumni association has been initiated.
Interaction with the University bodies to be strengthened	The various challenges faced by the Institution w.r.t funds, lack of staff, infrastructure were formally conveyed to the various bodies of the University of Delhi.
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14. Whether AQAR was placed before statutory	No

body ?	
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	No
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	<p>The Institute of Home Economics (IHE) has implemented the Imagination Learning System (ILS)'s College ERP system to digitize the various academic and other processes. The project was operational in September 2017 and has added a number of features which are duly operational:</p> <p>1. ADMISSIONS</p> <p>a. Upload of newly admitted students and editing Student Records</p> <p>b. Autoallocation of sections for newly admitted students and generation of Student Identity No./ Roll No. based on the rules provided by IHE</p> <p>c. Generation of ID Card</p> <p>d. Admissions related reports like Withdrawal report, Category wise report, State wise report Section wise report</p> <p>2. STUDENT RECORD</p> <p>a. Maintenance of Student Data including upload of photo and signature</p> <p>b. Students can update their Contact information online</p> <p>c. Ability to change status of students (withdrawal, warning, failures, graduated etc)</p> <p>3. ACADEMIC MANAGEMENT</p> <p>a. Online maintenance of Course Paper information</p> <p>b. Online entry of Attendance and Internal Assessment</p> <p>c. Generation of Consolidated Attendance Report, Percentage Attendance Report, Student Marks Reports, Internal Assessment Report</p> <p>d. Students can view attendance data as and when it is entered by teachers</p> <p>4. ACADEMIC FEES</p> <p>a. Maintenance of Fees Head Subheads as per university guidelines</p> <p>b. Generation of fees</p> <p>c. Recording payment of fees and printing of receipts</p> <p>5. LIBRARY MANAGEMENT (ILS)</p> <p>a. Full catalogue, circulation, acquisitions, library stock management</p> <p>b. Web based OPAC, students can search catalogue and place holds</p> <p>c. Barcode printing on ID Card reading</p> <p>6. PAYROLL</p> <p>a. Configuration of</p>

Earning Deduction heads for various employee categories b. Generation of Payroll c. Calculation of Income Tax d. Online Salary Slip 7. MISCELLANEOUS a. Online Survey module for capturing student and teacher feedback b. Online leave management feature is underway. The college has also subscribed to bulk SMS facility so that all the students can be delivered messages pertaining to various activities of the college simultaneously. Official email ids have been allotted to all the permanent faculty members for official purposes. The Director can communicate with the teaching and nonteaching staff through official email groups. All the vacancies, notices and events are posted on the college website. The automation committee of the college is striving hard to meet the aspirations of different stakeholders and will continue to enhance the system.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

At IHE we follow the curriculum prescribed by the University of Delhi, for all courses. The rules and regulations of the university are strictly followed in terms of organizing the layout of the curriculum-delivery, the total number of lectures, tutorial and practical classes to be transacted for each paper in each semester. On the website of University of Delhi as well as on the college website, the curriculum of all courses is displayed. Effective implementation of the curriculum is ensured as follows: • Before the commencement of the academic year, the Head of the Institute along with Teacher-in- charges holds meeting to discuss the work load of each department. • Allocation of classes and preparation of time tables is done in advance so that classes can begin without any delay on the first day of each new semester. Teachers are encouraged to plan and prepare their lectures, give their requirements for any new books, teaching materials and equipment needed for teaching the particular course before beginning a new semester. • Since the Delhi University underwent major restructuring of its undergraduate programme to Learning Outcome based Curriculum Framework (LOCF), Choice Based Credit System (CBCS), there has been an extensive process of curriculum development in which college faculty was intensively involved. • Intra-department meetings headed by the Teacher-in charge are held to ensure that the subject specific objectives are imbibed within the broad academic framework. • The academic plan is transitioned into effective action through lectures, presentations, assignments, seminars, workshops and discussions. • Further, as a review mechanism, conduct of regular meetings within each department and feedback mechanism ensures changes in the strategy and action plan, if any, are incorporated on a timely and need-oriented basis. • Each topic/unit in the syllabus, for theory and practical, is allocated a definite time period in which it will be covered. •

References/readings to be used, assignments to be given, and the mode of assessment are all planned well in advance. • Progress of students is monitored through tests, mid-term exams, assignments, etc. • All the assessed answer sheets and the assignments are submitted in the department and maintained for records. • The students are given opportunity to be a part of small innovative projects in order to generate their research interests and to enhance their skills. • Field trips, visits to research institutes, industries is encouraged among students to give them an insight into the applied aspects of academics. • Lectures, speaker sessions and workshops by eminent personalities from academics, corporate sector, industry, policymaking bodies and media are held regularly to enhance the curriculum to a more application-oriented framework. • The Institute provides a wide range of infrastructural and procedural support to the teachers. This is made available in the form of an enriched library, a computer centre, internet and Wi-Fi facility, laptops and photocopying facilities. With the entire college being Wi-Fi enabled, every department has its own computers and LCD projectors. This contributes tremendously in making information and data readily available to faculty

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Interior Design	Nil	16/02/2019	2	Employability and entrepreneurship	• Managerial and creative skills • Entrepreneurial Skills
Event Management	Nil	16/02/2019	3	Employability and entrepreneurship	• Designing skills • Computer Aided Design Skills • Creative skills • Entrepreneurial Skills

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	Nil	Nil
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
Nil	Nil	Nil

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	27	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Life is a Game Play it'- 8 module programme for students to prepare them for future challenges Sri Sathya Sai Seva organisation	25/07/2018	60
Short term course on 'Introduction to bioinformatics'	12/12/2018	35
Baal vikas, Vishesh zaruratein aur seekhna" organised by Eklavya and Institute of Home Economics	08/01/2019	25

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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BSc	Various Hospitals in Delhi	7
BSc	"Aarambh' school of IHE	70
BSc	Social Inclusion for Music: Manzil Mystics	45

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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
Alumni	Yes
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
<p>In order to improve the teaching-learning process, the College encourages feedback from the students, alumni and teaching faculty. The mode of feedback is both offline and online. The College has an email address dedicated to general queries and other feedback. The IQAC solicits quality based feedback and suggestions from faculty and students through online feedback forms. Further, departmental level feedback is taken from faculty and students to enhance the teaching-learning process. Suggestion and feedback boxes have been installed at different places in the Institute. They are opened periodically and their analysis is done on an institutional level. In case of any grievance, the appropriate department initiates an enquiry and proposes suitable action to</p>

be taken. This feedback is utilized to adopt ways to improve teaching learning processes and outcomes. Intensive discussions on curriculum, teaching methodologies and assessment are undertaken which are then weaved into the existing curriculum practices so as to improve the system. Students also receive assessment and regular feedback about their strengths and weaknesses on their assignments and examinations. While in our college, faculty has been affable and uses innovative methods of teaching, we further strengthen these practices based on students' feedback. Hence use of ICT's, field visits, course orientation and its future prospects were some of the aspects that were further augmented. The teaching faculty suggested upgradation of labs, improvement in functioning of administrative and accounts departments for the smooth functioning of the college, and appropriate action is in progress.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BSc	(Hons) Home Science	92	Nill	102
BSc	Food Technology	32	Nill	74
BSc	Microbiology	31	Nill	31
MSc	Fabric and Apparel Sciences	15	Nill	12
MSc	Foods and Nutrition	19	Nill	15
PG Diploma	Dietetics and Public Health Nutrition	37	Nill	25
PG Diploma	Health and Social Gerontology	25	Nill	4
BSc	Biochemistry	31	Nill	31
BEEd	Elementary Education	50	Nill	53
BA (Journalism)	Journalism	46	Nill	40

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	526	56	71	11	82

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
82	82	Nil	11	Nil	Nil

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

With a view towards helping students grow holistically viz. academically, professionally and at a personal level the college has an ongoing, strong, student-centric mentoring system. This system creates a constant open channel of communication between the students and the teachers thereby creating an environment where the students do not hesitate in approaching teachers for both educational and personal guidance. Each faculty member has an advisory group of about 20 students whom she supports and mentors. The advisor is usually one of the teachers who teaches the class and therefore has constant, almost daily contact with them. S/he is constantly approachable and students are advised to connect with their advisor for any kind of problems or difficulties that they may experience in college. The Teacher counsels, advises, and regularly monitors, and is in touch with that group of students. The mentoring faculty meet the students periodically to discuss any doubts, problems, and barriers faced by the students in the teaching-learning process or any other issues and concerns they may be experiencing. The advisor is also empathetically available to discuss and resolve any interpersonal or personal issues and concerns of the students, as far as possible. Through this mentoring system, it is possible to look into individual problems faced by students which they may hesitate to share with others. This is possible as the mentoring faculty is available to the students both for discussions in groups or for solo sessions as well. To motivate students for higher studies and entrepreneurship and to help them articulate and define their goals, alumni visits are organized. It is through these visits and interactions with alumni who are well placed, current students gain clarity and direction about the various career opportunities and prospects that are available to them. Students are also given information regarding summer internships and projects, thus providing them with the knowledge and hands-on experience of the possibilities available in the real job world. They are informed about the new opportunities in research as a part of the skill enhancement courses. Students also work on projects in groups with one faculty member as group advisor where the students get exposed to research work in a team. Students are also advised to register in the University Placement Cell that can provide them with job probabilities that would suit their profile. Over and above this there are three student advisors who oversee all student activities and are constantly available for any student-related issues: curricular, co-curricular and extracurricular, interpersonal and personal. They are constantly guiding and supporting the students union as well to ensure the smooth conduct of all college functions and activities including the annual cultural festival.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
1626	82	1 : 20

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
76	82	31	Nil	32

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies

2019	Dr. Geeta Trilok Kumar	Director	Wellcome-DBT, Senior Fellow in Public Health
2019	Dr. Pratima Singh Dr. Renu Arora International Level	Assistant Professor	Springer Best Paper Award in the "Occupant's Performance and Behavioural Studies Category" at the 1 st Asian Conference on Indoor Environmental Quality organized by ISHRAE, IAQA and SIE at Indian Aviation Academy, VK, New Delhi on 1st 2nd Feb 2019
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
MSc	Foods and Nutrition	II	16/05/2019	24/06/2019
MSc	Fabric and Apparel Science	II	20/05/2019	24/06/2019
BSc	Food Technology	II	23/05/2019	02/07/2019
BSc	Microbiology	III	21/05/2019	30/06/2019
BSc	Biochemistry	III	21/05/2019	30/06/2019
BA (Journalism)	Journalism	II	21/05/2019	02/07/2019
BEEd	Elementary Education	IV	15/05/2019	23/07/2019
BSc	(Pass) Home Science	III	24/05/2019	30/06/2019
BSc	(Hons) Home Science	III	21/05/2019	02/07/2019
DLitt	Dietetics and Public Health Nutrition	I	21/05/2019	20/06/2019
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The College follows a systematic approach to Continuous Internal Evaluation. The students are evaluated in sync with the CBCS at regular intervals.

Evaluation is done through assignments, presentations, group discussions, quizzes, and tests which could be both subjective or objective in nature. Project work is also undertaken for the same. The topics are of academic and social relevance and students are evaluated on the same. All of these help in testing the learning of students in a comprehensive manner. Based on this, if required, reinstruction for certain topics is also provided and students can apply for remedial classes as well. Students can view their performance online as marks are uploaded using the automation facility in the college. Further in each practical class, marks are awarded to students on the basis of their performance. An average of these marks accounts for 50 percent of the internal assessment marks of the student. Mock practical exams are conducted to aid in preparation for final exams. Faculty members hold regular discussions on performance with students to help them improve their gap areas. The overall internal evaluation framework is also studied and considered by various committees of the College to further improve the effectiveness of the internal evaluation system.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

As IHE is a constituent college of the University of Delhi, it adheres to the academic calendar of the University. The academic calendar schedules the commencement and the closure of the semesters as well the conduct of examination and this schedule is followed by the College. Within the framework provided by the university, a calendar for academic and non-academic activities is prepared in advance before the new academic session begins and is adhered to. Regular departmental and committee meetings are conducted to ensure the progression of each of the activities decided. Dates for class tests, half-yearly exams, mock practical exams, and final practical exams are displayed on notice boards as well as students are informed in the classrooms. Students need to submit assignments and are informed of dates well ahead of time. The schedule for internal evaluation is also informed to the students in advance. The same holds true for the extracurricular activities held in the college as well.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

No Data Entered/Not Applicable !!!

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
No Data Entered/Not Applicable !!!					
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

[Weblink: http://14.98.64.218/IHE-0/login](http://14.98.64.218/IHE-0/login)

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	21900	The Wellcome Trust UK/ DBT India Alliance	42921974	9892132
Major Projects	720	UNFCCC, UNDP	2592000	1070496
Major Projects	420	Ministry of Women and Child development420	1106700	172093
Major Projects	180	Nutrition Impact Solutions	2109625	1398335
Major Projects	720	DBT	7256266	3628133
Major Projects	720	Bill and Melinda Gates Foundation	834100	534100
Major Projects	540	The University of Sydney and World Bank	4012680	3157938
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Sustainable Design for Fashion	Home Science	15/02/2019
Conference on "Promoting Food and Nutrition for Health and Wellbeing"	Home Science	15/03/2019
Fat to Fit	Home Science	28/01/2019
Solving the Nutrition problems through Food Fortification	Home Science	21/08/2018
Non calorie sweeteners	Home Science	04/09/2018
Innovation Sweet Spot: The real picture behind NPD cycle	Home Science	25/10/2018
IPR: Its genesis, significance compliance	Microbiology, Biochemistry, Fabric and Apparel Science, Food and Nutrition	13/09/2018

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
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No Data Entered/Not Applicable !!!

No file uploaded.

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
No Data Entered/Not Applicable !!!		

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
Director	1
Department of Elementary Education	1
Department of Human Development and Childhood Studies	1

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Department of Elementary Education	1	Null
National	Department of Home Science	19	Null
National	Department of Sciences	2	Null
International	Director	7	Null
International	Department of Biochemistry	3	2.7
International	Department of Home Science	29	Null
International	Department of Sciences	1	Null

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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Department of Microbiology	1
Department of Home Science	9
Department of Elementary Education	4
Department of Biochemistry	1

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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Association of PARK2 promoter polymorphisms and methylation with colorectal cancer in North Indian population	Zafar Iqbal Bhat, Bupender Kumar, Savita Bansal, Afreen Naseem, Raj Ranjan Tiwari, G.D Sharma and Moshahid Alam Rizvi	GENE	2019	Nil	Nil	2
High-mobility group box 1 protein (HMGB1) gene polymorphisms and Cancer susceptibility: A comprehensive meta-analysis	Taruna Kumari and Bhupender Kumar	Clinica Chimica Acta	2018	Nil	Nil	9
Association of mitochondrial T16189C polymorphism with risk of cancer and Type 2 diabetes mellitus - A meta-analysis	Taruna Kumari, Meenakshi Vachher, Savita Bansal, Rameshwar NK Bamezai and Bhupender Kumar	Clinica Chimica Acta	2018	Nil	Nil	Nil
Nutritional challenges in Pediatric Congenital Cardiac	Anuradha, MK Sahu, C Bipin, Geeta Trilok-Kumar	Int J Science Healthcare Res	2018	Nil	Nil	Nil

Care						
Designing programs to improve diets for maternal and child health: estimating costs and potential dietary impacts of nutrition-sensitive programs in Ethiopia, Nigeria, and India.	William A Masters, Katherine L Rosettie, Sarah Kranz, Goodarz Danaei, Patrick Webb , Dariush Mo zaffarian, Seema Puri, Geeta T Kumar and the Global Nutrition and Policy Consortium	Health Policy and Planning	2018	Nil	Institute of Home Economics (University of Delhi)	1
Effect of temperature and time delay in centrifugation on stability of select biomarkers of nutrition and non-communicable diseases in blood samples.	RA Abraham, Geeta Trilok-Kumar et al	Biochem Med (Zagreb)	2019	Nil	Nil	Nil
Steady Growth in Early Infancy Is Associated with Greater Anthropometry in Indian Children Born Low Birth Weight at Term	S Filteau, Geeta Trilok Kumar, TJ Cole, HPS Sachdev and BL De Stavola	J Nutr	2019	Nil	Nil	Nil
Vitamin E status in Healthy population	A Malik A, M Egger sdorfer, Geeta Tril	Int J Vitam Nutr Res	2019	Nil	Nil	Nil

in Asia: A review of current literature	ok-Kumar					
Multiple micronutrient status and predictors of anemia in young children aged 12-23 months living in New Delhi, India	LA Houghton , Geeta Trilok-Kumar, D McIntosh, JJ Haszard, MJ Harper, M Reid, J Erhardt, K Bailey, RS Gibson	PLoS One	2019	Nil	Nil	Nil
Priority interventions to improve maternal and child diets in Sub-Saharan Africa and South Asia.	William A Masters, Rosettie Katherine, Sarah Kranz, Sarah H. Pedersen, Patrick Webb, Goodarz Danaei, Dariush Mozaffaria, Seema Puri, Geeta T Kumar on behalf of the Global Nutrition and Policy Consortium	Matern Child Nutr	2018	Nil	Institute of Home Economics (University of Delhi)	4

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	10	50	16	8

Presented papers	6	4	Nil	Nil
Resource persons	6	20	15	Nil
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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Kerala Relief	NSS Unit	1	35
Reduce plastic slogan writing	NSS Unit	1	29
Reduce Plastic Waste Rally	NSS Unit	1	27
Reduce Plastic Waste poster making	NSS Unit	1	10
Anti-tobacco Rally	NSS Unit	1	17
Anti-tobacco Poster Making	NSS Unit	1	32
Electoral Awareness Rally, Survey and Poster Making	NSS Unit	1	39
Cleanliness Rally	NSS Unit	1	54
Swachta Pakhwara (campus Cleanliness)	NSS Unit	1	54
Blood donation camp	NSS unit, AIIMS Delhi	1	45

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Nukkad Natak in 1st Asian Conference on Indoor Environmental Quality organized by ISHRAE, IAQA and SIE at Indian Aviation Academy, Vasant Kunj, New Delhi	Recognition Certificate	Society for Indoor Environment, India	20

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
	Department of Food and Nutrition	Nutrition and health education in Anganwadi for pregnant, lactating women and adolescent girls	1	6
	Department of Food and Nutrition	Street play on "Safe and healthy diets" for the general public outside metro station	1	20
	Dept. of RMDA in collaboration with IPCA	Street Play on Waste Management	5	45
Swachh Bharat Abhiyaan	Eco-Club (Sanctioned by Department of Environment, Government of Delhi)	1. Cleanliness Drive 2. Plantation Drive	4	35
	Department of Development Communication and Extension, IHE, funded by Ministry of Women and child Development, GOI, conducted in collaboration with Gender Resource Centres in Delhi as well as in the slum colonies in Delhi	Training on digital literacy for urban poor women	12	150
	Sri Sathya Sai Seva Organisation	Life is a Game Play it	2	60
	Department of Food and Nutrition	Nutrition Education programme at	1	4

		Resident Welfare Association on "Importance of having breakfast for school going children"		
	Department of Food and Nutrition	Counselling session on "Imparting Nutrition and Mental Health Education" to young adolescent girls at Government Girls Senior Secondary School, Saket	1	50
	Joy of Learning Foundation and Dept of Elementary Education	Save water campaign	1	50
	Delhi Police and Dept of HDCS	Counselling services to the families of Police Personnel	2	10
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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Research	Dr Geeta Trilok-Kumar	Wellcometrust, UK	7
Internship at AARAMBH play school and day care centre at IHE,	Students of IGNOU, NIOS, Vocational teacher training college, Ambedkar University	Nil	180
Academic activities and intercollege competitions of various departments of the college	Students of Institute of Home Economics, various other colleges of Delhi University and private universities	Sponsorships	2
Participation of the students in various events in	Students of Institute of Home Economics, various	Sponsorships	2

the Annual Festival of colleges	colleges of Delhi University and private universities		
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Nil	Project Consultation by faculty	Warwick University, UK	07/10/2018	12/10/2018	50
Nil	Supervision activity by faculty for Ph.D students	Warwick University, UK	07/10/2018	12/10/2018	12
Nil	Design and conduct of courses on Child Development, Special needs and Learning	Eklavya	02/01/2019	30/07/2019	38
Nil	Translation of readings for Psychology in Education (MA programme) from English to Hindi	Azim Premji Foundation	01/07/2018	30/06/2019	10--15
Nil	Internships for MSc (Food and Nutrition) students	Pepsico, Gurgaon, AIIMS Public Health Foundation of India, Gurgaon Research Institute of Material Sciences, Najafgarh Nutrition Foundation	01/06/2018	15/07/2018	Students who have completed MSc (Food and Nutrition) 1st year

		of India, Qutub Institutional area Sports Authority of India, JLN stadium National Institute of Public Cooperat			
Nill	Internships for students of Post Graduate Diploma in Dietetics and Public Health Nutrition	St Stephens Hospital Apollo Hospital Max Superspeciality hospital, Saket Ram Manohar Lohia hospital LNJP hospital The Medicity Mul tispeciality Gurugram- 122001	01/08/2018	30/11/2018	DDPHN students after completing 1 year of course work
Nill	Practical classes in Nutrition and Health Education (NHE)	School of Open Learning (SOL) Delhi University	Nill	Nill	BA (P) 3rd year students of NHE, SOL. Classes taken by faculty of Food and Nutrition Department
Nill	MSc Dietetics Food Service Management (DFSM) -Practical and theory classes in various subjects of Food and Nutrition	IGNOU	Nill	Nill	IGNOU students
Nill	Certificate course in Food and Nutrition	IGNOU	Nill	Nill	IGNOU students

Nil	Diploma in Nutrition and Health Education	IGNOU	Nil	Nil	IGNOU students
View File					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Pearl Academy	31/10/2018	Academic Collaboration for conducting workshop, monetary sponsorship	69
Indian Pollution Control Association	21/01/2019	Collaboration for Project SORT, awareness generation, workshops on segregation of waste and converting organic waste into manure	69
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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
0	0

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar halls with ICT facilities	Existing
Video Centre	Existing
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Existing
Others	Existing
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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
ILS	Fully	Nil	2017

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	25396	10767265	218	300000	25614	11067265
Reference Books	Nil	Nil	Nil	Nil	Nil	Nil
e-Books	Nil	Nil	Nil	Nil	Nil	Nil
Journals	Nil	Nil	Nil	Nil	Nil	Nil
Digital Database	Nil	Nil	Nil	Nil	Nil	Nil
CD & Video	100	Nil	Nil	Nil	100	Nil
Library Automation	Nil	Nil	Nil	Nil	Nil	Nil
Weeding (hard & soft)	Nil	Nil	Nil	Nil	Nil	Nil
Others (specify)	Nil	Nil	Nil	Nil	Nil	Nil

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Dr. Yuki Azaad	Media content distribution strategies across digital platforms	P.G MOOC on media content production on multiple platforms, UGC and MHRD major research project	15/07/2019
Ms. Bableen Kaur	Media content distribution strategies across digital platforms	P.G MOOC on media content production on multiple platforms, UGC and MHRD major research project	15/07/2019

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth	Others
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								h (MBPS/ GBPS)	
Existing	154	3	2	3	3	37	25	100	154
Added	0	0	0	0	0	0	0	0	0
Total	154	3	2	3	3	37	25	100	154

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

100 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
No Data Entered/Not Applicable !!!	

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
4000000	1019798	0	105808

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The Institute of Home Economics is a premier college of the University of Delhi that offers both under-graduate and post-graduate programmes. Institute of Home Economics was among the first few colleges of the University to completely automate various academic, administrative and accounts related departments of the college. Institute of Home Economics has implemented Imagination Learning System (ILS)'s College ERP system to digitize the various academic and other processes like uploading newly admitted students and editing Student Records, Auto-allocation of sections for newly admitted students, Generation of ID Card, Admissions related reports like Withdrawal report, Category wise report, State wise report Section wise report, maintaining Student Data, Course Paper information, Timetable Maintenance, Online entry of Attendance and Internal Assessment, Maintenance of Fees Head Subheads as per university guidelines, Generation of fees, Recording payment of fees and printing of receipts, Configuration of Earning Deduction heads for various employee categories, Employee data management, Payroll generation, Tax computation, Maintenance of service book, Leave records and application, GPF and NPS records, research data of Faculty members, Online Survey module for capturing student and teacher feedback and Conducting student union elections.

The library uses an integrated multi-user library management systems that supports all in house operations of the library. Database can now be accessed through OPAC available in the central library. The library has 24 hour ERNET (Department of electronics) connection and access to many databases viz INGENTA, J-STORE, EBSCO, SCOPUS database and other online journals subscribed by the Delhi University library system and UGC. The Institute has several laboratories such as Physics, Chemistry, Biochemistry, Microbiology, Therapeutic Nutrition, Human Development, Apparel Designing, Clothing Construction, Resource Management, Communication and Extension. The Institute also has three computer labs equipped with 120 computers with the latest software and internet connectivity. The Institute also has a state of the art

audio studio, which is housed in twin sound proof rooms equipped with 16 channel analog studio mixer, audio-monitor, speakers and two track sound card. Recording and editing of radio programmes, video films and documentaries is also undertaken in the studio. The Institute also has a spacious seminar room fitted with audio visual facilities for conducting conferences and workshops. The Institute has an air conditioned gymnasium, well equipped with the latest equipment's for work outs. It has a table tennis, sports multipurpose activity hall 1, sports multipurpose hall 2 and a basketball court for the overall development of students. Institute nursery school 'AARAMBH' has been working for the holistic child development and education by creating meaningful and positive childhood experiences for children. Besides this, the school offers different services like preschool centre, day care, after school care, guidance and counselling and workshops for parents. The combined excellence of educational curriculum along with the facilities provided have helped establish the institute as a leading center for womens education.

<http://ihe.du.ac.in>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	College Freeship	29	95280
Financial Support from Other Sources			
a) National	Prime minister's scholarship for Jammu and Kashmir students	4	112380
b) International	-	Nil	Nil

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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Discover: Ungendered Sapiens	23/10/2018	400	Dr. Shambhu Shikhar, star performer and highly acclaimed poet
Decoding Emerging Trends in New Media	24/03/2020	40	House of Mirachi, a PR company located in Noida
Certificate Course 'Radio Jockeying and Production'	14/02/2019	14	Department of Development Communication and Extension, Delhi University, Radio City, Fever 104 FM, All India Radio
Personal	01/07/2018	50	Department of

Counselling and Mentoring			Human Development and Childhood Studies
Mental Health Society- Voices	01/02/2018	50	Department of Human Development and Childhood Studies
Training on 'Hone your voice'	11/04/2019	16	AJK MCRC Mass Communication Research Centre, Jamia Millia Islamia
Workshop on Creative writing	19/09/2018	38	The session was taken by Ms. Bhavna Mathur, a novelist and Freelancer Author
Workshop on 'Creative Writing: Verses'	23/10/2018	40	Aditya Bhandari, founder of Free the Verse
Workshop on Folk Music	03/08/2018	48	Dr. Devendra Sharma, Associate Professor, California State University
A session on Women as Media Professionals A session on Women as Media Professionals	29/08/2018	50	Shazia Ilmi, former TV journalist and Anchor

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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2019	Student Industry Meet	400	400	Nil	7
2019	Two Career counselling sessions	90	90	Nil	Nil
2019	Different career prospects of non-medicos in Healthcare sector	50	50	Nil	Nil

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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nil	Nil	Nil

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Bharat National Public School, Pathways School, Presidium School, Peepal Tree School, Happy English School	38	2	Heritage School, Bharat National Public School, Pathways School, Goenka Public school, Happy English School, DPS International School, Presidium School	38	13

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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2018	21	B.Sc. (Honours) Microbiology	Mircobiology	DU, JNU, AIIMS, NCBS, BVP, University of Hyderabad, BBAU, DTU, Lucknow university, BHU, IIT, Kurukshetra University, Punjab University, Amity University,	Post-Graduation in Microbiology, Biotechnology, Biomedical Science, Genetics, Molecular Medicine, etc.

				Chandigarh ACBR, Pune University,	
2018	25	B.Sc. (Honours) Home Science and B.Sc. (Pass) Home Science	Home Science	TISS, Ambedkar University, Lady Irwin College, Jamia Millia Islamia	Masters Programme
2018	10	B.Sc. (Honours) Home Science	Food and Nutrition (Home Science)	Institute of Home Economics, Delhi University, Lady Irwin College, Delhi University, Banasthali University.	M.Sc. Food and Nutrition (Home Science)
2018	7	B.Sc. (Honours) Home Science	Fabric and Apparel Science (Home Science)	Institute of Home Economics and Lady Irwin College	M.Sc. Fabric and Apparel Science (Home Science)
2018	18	Bachelors in Elementary Education	Department of Elementary Education	CIE, University of Delhi , Ambedkar University, Delhi , Jamia Millia Islamia, Delhi , Amity University Lakehead University, Canada Azim Premji University	M.Ed/M.A Education, M.A Psychology, Education Sociology, M.A Political Science, M.A History, M.A English, M.A Developmental Psychology
2018	18	BSc (Hons) Biochemistry	Biochemistry	Shivani Satapathy, University of Delhi, south Campus 2.kshita pandey, University of Ulm, Germany 3. Akansha tikku Jamia Milia	MSc biochemistry and Biotechn ology MSc Molecular and Translat ional Neuroscience MSc Biochemistry MSc biomedical Sciences MSc

				Islamia 4. Yogita Yadav, ACBR, DU 5. Shubhangi Singh, Jamia hamdard, 6. Prachi Ram JNU, New Delhi 7. Dhriti Arora Universit	Biochemistry MSC Life Sciences MSc Biochemistry Msc Biochemistry Msc Biochemistry MSc Biotechn ology MA public administra
2018	12	B.Sc. (Pass) Home Science	Home Science	Amity University (2), Institute of Home Economics, Delhi University (1), IGNOU (3), Banasthali University (4), Amity University (3), SGT University Gurgaon (1)	M.Sc. Food and Nutrition (Home Science)
2018	18	B.Sc (Honours) Home Science, spe cialisation - Development Communicatio n and Extension	Home Science	Lady Irwin College, University of Delhi, Indian Institute of Mass Communi cation, Apeejay Institute of Mass Communi cation, Guru Jambeshwar University (Hisar)	M.Sc Development Communicatio n, PG Diploma in Corporate Co mmunication and Event Management, MA Mass Comm unication, Advertising and Public Relations, B.Ed, Development Studies

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year
(eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	17
Any Other	18
Any Other	2

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Poster Competition	Intercollege Competition at institutional level	18
Rangoli Competition	Intercollege Competition at institutional level	15
Just a Minute	Intercollege Competition at institutional level	35
Intercollege cuisine competition	Intercollege Competition at institutional level	24
Quiz competition	Intercollege Competition at institutional level	15
Poster Competition	Intercollege Competition at institutional level	22
Micro Art	Intercollege Competition at institutional level	20
Whisper challenge, 5.micro-ladder	Intercollege Competition at institutional level	15
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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2018	Won BRONZE MEDAL in Senior National Championship	National	1	Nil	Nil	Mona Hooda
2019	Fellowship Jawaharlal Nehru Center for advanced Scientific Research (JNCASR) Summer Research	National	Nil	1	Nil	Ms Rashi Ladha

	Fellowship programme at IISC Bangalore Rs 10000 pm (2 month)					
2019	Best poster award 3rd prize for poster presentation	National	Nil	1	Nil	Ms Animan Tripathi Yoga
2018	Bronze Medal at National Yoga Championship 2018 held at Haridwar	National	1	Nil	Nil	Priya Sinha
2018	Won GOLD MEDAL in Yoga Federation Cup Competition 2018 held at Ujjain, Madhya Pradesh	National	1	Nil	Nil	Yoga Team of the College (Priya Sinha, Tanya Dagar, Shruti Sharma, Kalpana Verma and Radhika)
2018	Won BRONZE MEDAL in Junior and Cadet National Kurash Championship	National	1	Nil	Nil	Garima Tokas
2018	Participated in Senior Asian Kurash Championship	International	1	Nil	Nil	Garima Tokas
2018	Participated in All India Senior Commonwealth Championship Trials	International	1	Nil	Nil	Garima Tokas

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

All the students on the rolls of the Institute are members of the Students Society. The Institute conducts elections every year to elect student the Student Council. To inculcate the leadership qualities for the overall personality development of the college students, the sports student union is being nominated by the sports committee every year which consist of twenty-twenty-five members named as sports president, sports secretary student representatives of four houses and captains of college teams. There is a house allocation system for the staff and students at the college. There are four houses. Each house is led by one teacher house in charge and Three student representatives named as house captain, Vice-Captain and Asst. Captain. Inter house activities are conducted throughout the year. Inter house Matches, Debate and sports Quiz are to name some. The sports student union plays a vital role in conducting these events. The best house trophy based on results of the activities held. The best participation trophy is also awarded based on the highest number of participants from a particular house. The students Participates in the inter college tournaments of DU as well as in the state and national tournaments and also in the invitational tournaments of the other colleges. The Teams participated in said tournaments are Athletics, Basketball, Badminton, Boxing, Chess, Judo, Taekwondo, Table Tennis, Power Lifting, Weightlifting and Yoga. Regular Sports practice sessions are conducted for the team building with the help of sports student union throughout the year. Self Defense, Marshal Arts, Jumba, Aerobics, Yoga Meditation and Jim Training programs run by the department of Physical Education are the most favorite program / Activities of the students. Department of Biochemistry has its own student's science club named ANVESHAN where they routinely organises journal clubs, discussions and interaction with different faculties on current trends in biochemistry and related research. The group is also instrumental in organizing departmental alumni meet annually.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

No Data Entered/Not Applicable !!!

5.4.3 – Alumni contribution during the year (in Rupees) :

No Data Entered/Not Applicable !!!

5.4.4 – Meetings/activities organized by Alumni Association :

Various Departments of the college organized activities for their alumni around the year The Department of Biochemistry organized an Alumni Meet on 6th April, 2019. This was event attended by 20 alumni. The alumni interacted with the present batch students and shared their experiences and guided the students. The Department of Resource Management and Design Application (RMDA) under the Department of Home science organized interaction with RMDA alumni during 'Academic day on 31st October, 2018 and 1st November, 2018.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

I) Decentralized election of office bearers/Decentralized governance/Strengthening decentralized practices: Our college practices participative management in its administrative and academic functioning. It has a tradition of having student council as a strong and vibrant body that brings forth concerns and ideas of students in important platforms. The transparent selection and constitution of students' union ensures equal participation of the students in the working of the institution. To have an informed student council, a well thought out criteria, i.e. decent academic and attendance record, was also set up for student contestants. These elections were presided by a committee that had teaching and non-teaching staff both, under the supervision of college principal. Students' union ensures equal participation of the students in the working of the institution and creates a legitimate space for alternate decision-making bodies leading to healthy discussions and more inclusive atmosphere for the students and teachers both. This facilitates IHE's strong faith in having decentralized feedback mechanisms for a more participative and democratic environment for the students. Last year, steps were devised to further strengthen this process by initiating elections in an online mode, to make the entire process transparent, systematic and efficient, as each student elected their representative by logging into their own student id. This would ensure confidentiality and better participation of students. With student council at the college level, departments also have such societies and bodies where students preside as significant functionaries playing important role in inviting speakers, managing events, facilitating research atmosphere and contributing to the research environment of college. Media club stands as one such society which is by the students and for the students, where students take responsibilities of arranging talks, events, screenings, field trips and workshops, while also generating funds for the same. The participative management further comes to the forefront at the time of different academic festivals of departments as well as during the cultural festival. All the stakeholders like industry, teaching, non-teaching staff and the students put concerted efforts to bring these festivals to a certain fruition. II) Enhanced Mechanism for Purchase: The purchase through GeM and CPP which was introduced in our college earlier got further streamlined and institutionalized through the concerted efforts of teaching and non-teaching staff under the guidance and participation of our college Principal. This online system of purchase cuts across unnecessary bureaucratic hurdles saving the time and energy of stakeholders. Each department of our college can directly purchase the necessary tools and equipments which are required for their efficient functioning. Important resources can be garnered now with utmost ease and competence. While ensuring efficiency and transparency, this system increases the possibility of public participation through its basic feature of public procurement. With purchase happening in online manner, the contracting authorities spread out at different levels of decentralization, allow different stake holders to participate, adding on to its social accessibility thereby creating decentralized mechanism instead of the earlier centralized process. To streamline the institutional purchase mechanism, the teaching and the non-teaching staff engaged in workshops, meetings and training.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	Admission of Students (admitted in 2018-19) Under Graduate - 526 Post Graduate - 56 Diploma - 25 Ph.D - 4
Industry Interaction / Collaboration	<p>The Department of Home Science signed MOU with Pearl Academy and Indian Pollution Control Association. While the former has an academic bent to it as the collaboration would take care of workshops and other academic activities, latter with its environment and community improvement focus would conduct awareness generation workshops on segregation of waste and converting organic waste into manure, under the project SORT. Students do their internship and dissertation with different government and private hospitals, media houses, publishers, public relations, advertising firms and non-governmental organizations. Teaching internships are carried out at MCD, NDMC, Delhi Government (DDE) Private and Public Schools. The departments have collaborated with various organizations like AIIMS, ICMR, IIT Delhi, IGNC, Development Alternatives, Safe express, TERI, TARA, COWE, NCH to organize interactive sessions, academic week and lectures.</p>
Human Resource Management	<p>Regular staff council meetings are held to discuss the concerns of students, teaching and non-teaching staff. Administrative, academic and accounts related matters are resolved through discussions. Official email ids have been allotted to all the permanent faculty members for official purposes. The Director communicates with the teaching and non-teaching staff through official email groups. The staff participated in workshops and training programmes on Sexual Harassment Act, Sustainable Environment and skill training workshop.</p>
Library, ICT and Physical Infrastructure / Instrumentation	<p>Our library is fully automated with IILMS at place. With this, it also uses an integrated multi-user library management systems that supports its in-house operations. Database can be accessed through OPAC available in the central library. The library has also 24 hour ERNET (Department of electronics) connection and access to many databases viz INGENTA, J-STOR, EBSCO, SCOPUS database and other online</p>

journals subscribed by the Delhi University library system and UGC. In the total corpus of 25,614 books and 23 journals in our library, 218 more books were added in the last year. Departments are also maintaining their individual departmental library for easy access of study material to students. The Institute has several laboratories such as Physics, Chemistry, Biochemistry, Microbiology, Therapeutic Nutrition, Human Development, Apparel Designing, Clothing Construction, Resource Management, Communication and Extension, for further facilitating students' growth and learning. The Institute also facilitates academic pursuits by providing them easy access to three computer labs equipped with 120 computers with the latest software and internet connectivity. The Institute has developed a technologically sound state of the art audio studio, which is housed in twin sound proof rooms equipped with 16 channel analogy studio mixer, audio-monitor, speakers and two track soundcard. Recording and editing of radio programmes, video films and documentaries is also undertaken in the studio.

Research and Development

A laboratory has been established, as part of the FIST grant (Funds for improvement in Science and Technology infrastructure) which was awarded. Our college has in total 7 research projects, from which 4 were received last year. These projects were from reputed national and international research organizations and agencies like The Wellcome Group Trust, UNFCCC, Ministry of Women and Child Development, Nutrition Impact Solutions (NIS), University of Sydney, The DBT India Alliance and so on. In total 62 research publications are published by faculty members at the national and international level journals. With this, 7 workshops/seminar were conducted by the teaching staff.

Examination and Evaluation

University rules and schedules are followed for Examinations and Evaluation. The Continuous Internal Evaluation (CIE) system, in sync with the Choice Based Credit System (CBCS), is developed. This comprehensive

evaluation is formative, holistic and a transparent way of assessing students. With written assignments being given at regular intervals, students are also assessed through innovative and participative ways like quizzes, field projects, seminar presentations and so on. Mid semester half yearly exams, as well as mock practical exams are conducted in some departments to aid students in teaching learning process. The schedule for internal evaluation with task and criteria, date sheets of mid semester exams, mock practical exams and final practical exams are also informed to the students in advance.

Teaching and Learning

The head of the institute with teacher in charges constantly discuss different hues of the curriculum and teaching-learning processes. Academic calendar and teaching plans are made before the beginning of the semester. Regular departmental meetings are held to further discuss theory papers, practicals, field projects as well as accompanying extension and outreach activities. A course coordinator is also assigned to keep the process in check. At IHE, with the lecture mode, the other modes of teaching-learning such as power point presentation, audio-visuals, projectors, screens are constantly updated and used by faculty to expose students to different media and technology for a more holistic learning experience. Field trips are also being organized as part of their curriculum to impart practical knowledge and to develop an understanding of the theory-practice linkages. Departments also organize academic week having seminars, talks, workshops, movie screenings and so on. Remedial classes are held for students requiring extra support.

Curriculum Development

The curriculum of the Home Science, Microbiology, Biotechnology, Journalism have been revised under the new LOCF curriculum. The M.Sc. curriculum of the Food and Nutrition, and PG course of Fabric and Apparel Sciences was also revised. This updated curriculum strives to match the best practices in the field and recent research developments enabling students to meet the demands of the industry and

research.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Planning and Development	Our college is among the first few colleges of the University to completely automate the academic, administrative and accounts functionaries. It has implemented the Imagination Learning System (ILS)'s College ERP system to digitize its various processes. The campus is Wi-fi enabled to facilitate academic as well as research work. All the academic and administrative aspects of the Institute including attendance and internal assessment are fully automated and integrated. All the time tables are uploaded for better access. The college software provides interface among departments, updates notices for holding meetings and facilities generation of minutes. All the vacancies, tender notices, new notices and events are posted on the college website for easy accessibility. Program and course details can be accessed online.
Administration	The functioning of administration is automated and it provides required facilities for employee data management. The teaching and the non-teaching staff can access their administrative and accounts related data through their profile. Salary slip can be accessed and are generated online. With this, grievances and complaints can also be made online. Official email ids have been allotted to all the faculty members for official purposes. The college Principal communicates with the teaching as well as non-teaching staff through official email groups.
Finance and Accounts	The finance and account follow GeM and CPP, ensuring efficiency, transparency and accountability in the system. The software allows teaching and non-teaching staff to access data related to payroll generation, tax computation, GPF records, NPS records and Pension by accessing their personal profile.
Student Admission and Support	Students admissions related processes have become online at every stage, in sync with the centralized University

admissions. The website provides the details of prospectus, fees structure, programme details related to course structure, marking scheme, future avenues. Our college e-prospectus http://www.ihe-du.com/images/notification/pros2018_19.pdf and e-magazine Surabhi http://www.ihe-du.com/images/misc/surabhi_2017.pdf could be procured online. On getting admissions, each student is issued a RFID enabled card, which serves as an identity card and a library card. It enables them to check their attendance at the end of every month and the internal assessment at the end of every semester on the college website. Bulk SMS facility is used to convey pertinent messages. Students reports can also be generated online. Soon, assignments would be given online to the students and their submissions would be activated through the student management software. Feedback from students and faculty was taken online to ensure better practices.

Examination

As per University guidelines, students' internal assessment reports are generated online, and can be accessed by them. Faculty puts in marks for every criteria of CIE, which is consolidated and is made available online for students' easy accessibility. The examination fees can be submitted online. The results are announced on the University portal and can be accessed by students.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
No Data Entered/Not Applicable !!!				
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
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		staff				
2018	Workshop on IPR: Its genesis, Significance and Compliance	Nil	13/09/2018	14/09/2018	12	Nil
2019	Workshop on QS rating	Nil	14/02/2019	14/02/2019	25	Nil
2019	Sexual Harassment of Women at the Workplace Act 2013: Rights and Responsibilities	Sexual Harassment of Women at the Workplace Act 2013: Rights and Responsibilities	20/02/2019	21/02/2019	8	14
2019	Towards a Sustainable Environment	Nil	12/03/2019	12/03/2019	9	Nil
2019	Nil	Enhancing PC Skills: Working with Data Efficiently	24/05/2019	24/05/2019	Nil	25

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Online ARPIT course on Gender (SWAYAM)	1	03/12/2018	30/03/2019	90
Online Refresher course on Research Methods (SWAYAM)	1	03/12/2018	30/03/2019	90
FDP on writing research proposal addressing IPR related issues	3	29/03/2019	30/03/2019	2

at RLA				
FDP cum workshop on Climate across the curriculum: Resources for Integrating Climate Topics in Discipline-Specific Teaching at Sri Venkateswara College, DU	3	13/10/2018	14/10/2018	2
FDP on Quality Assurance in HEIs: Reorienting teaching learning paradigm at RLA	3	15/03/2019	19/03/2019	4
Paradigm Shift in Higher Education Organized by IQAC, Lakshmibai College, University of Delhi	1	16/04/2019	21/04/2019	6
Research Methodology Research Publication organized by NIFTEM, Sonapat, Haryana	1	05/06/2019	09/06/2019	2
Metabolomics in Food and Nutrition Science Research: From Concepts to Applications, Organized by Central University of Haryana, Haryana	1	15/02/2019	19/02/2019	5
Statistical Methods: Basic and Beyond' organized by Indian Spinal Injury Centre,	2	13/05/2019	17/05/2019	5

New Delhi				
Ethics in Research organized by Centre for Chronic Disease Control Harvard T.H. Chan School of Public Health at Indian Institute of Public Health	2	17/12/2018	19/12/2018	3
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nil	Nil	Nil	Nil

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Nil	Nil	Student freeship for needy students. 29 students have availed freeship last year.

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Yes, Institute is regularly conducting its financial audits like internal audits and external statutory audits. It fulfils all the statutory compliances on time with the help of independent internal and external statutory auditors. The accounts and administrative staff facilitate the task of auditors. Internal Auditors' report is made available to external statutory auditors. Auditors provide their reports to the management, who take appropriate action in close consultation with them. Consultancy from other experts is also taken, if required.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
No Data Entered/Not Applicable !!!		
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6.4.3 – Total corpus fund generated

771797

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority

Academic	No	Nil	No	Nil
Administrative	No	Nil	No	Nil

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

While we do not have registered PTA, attempts are constantly made to be in touch with them. College remains in touch with parents through various activities. Parents are invited for Orientation programme and Founders day, where they are oriented about the college, course, college committees and course prospects. Some of the departments also intimate parents when their wards are falling short of attendance.

6.5.3 – Development programmes for support staff (at least three)

Training Programme on 'Enhancing PC Skills: Working with Data Efficiently' Workshop on 'Sexual Harassment of Women at the Workplace Act 2013: Rights and Responsibilities' Workshops on step by step process for Purchasing on GeM

6.5.4 – Post Accreditation initiative(s) (mention at least three)

Community outreach program during POSHAN Pakhwara. Mental health society Voices was launched. Organic composting of natural waste has been initiated Initiation towards making the campus a zero-plastic zone. A laboratory with FIST grant (DST) has been established.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	No
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	Workshop on IPR: Its genesis, Significance and Compliance	13/09/2018	13/09/2018	14/09/2018	50
2018	Workshop on IPR: Its genesis, Significance and Compliance	14/09/2018	13/09/2018	14/09/2018	50
2019	Workshop on 'QS Rating'	14/02/2019	14/02/2019	14/02/2019	25
2019	Sexual Harassment of Women at the Workplace Act 2013: Rights and R	20/02/2019	20/02/2019	21/02/2019	153

	responsibilities				
2019	Sexual Harassment of Women at the Workplace Act 2013: Rights and Responsibilities	21/02/2019	20/02/2019	21/02/2019	153
2019	Towards a Sustainable Environment	12/03/2019	12/03/2019	12/03/2019	127
2019	Enhancing PC Skills: Working with Data Efficiently	24/05/2019	24/05/2019	24/05/2019	25
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
A training programme on 'Climate and Gender Smart Agricultural Practices' was conducted in which training was imparted to around 100 women including women leaders.	23/07/2018	30/07/2018	100	Nil
A training programme was conducted titled 'Opportunity and Challenges in Digital Literacy: Assessing the Impact of Digital Literacy'. Training was imparted to	23/07/2018	29/03/2019	100	Nil

poor women living in urban areas. The women were trained in digital skills such as saving				
A nutrition education programme on the topic 'Importance of Breakfast' was carried out for school going children at a Resident Welfare Association.	12/03/2019	13/03/2019	17	Nil
A workshop and counselling session (in Hindi) on 'Imparting Nutrition and Mental Health Education' was conducted for the young adolescent girls at the Government Girls Senior Secondary School, Saket, New Delhi.	18/03/2019	18/03/2019	52	Nil
Nutrition and Health Education' session was conducted in an Aanganwadi centre for the beneficiaries (pregnant and lactating women and adolescent girls).	22/03/2019	22/03/2019	20	Nil
Mental Health Society -Voices' was launched to help the girl child.	14/02/2018	14/02/2018	20	Nil
Training on 'Digital	01/03/2018	30/11/2018	150	Nil

Literacy' for urban poor women was conducted in collaboration with Gender Resource Centres in slum colonies of Delhi.				
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7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

7.1.2 Environmental Consciousness and Sustainability/Alternate Energy initiatives such as: Percentage of power requirement of the College met by the renewable energy sources The core principles and values of environment consciousness and sustainability are at the heart of the critical pedagogy practiced at the IHE. Such consciousness is inculcated among students, the staff, and participating members of civil society through a number of programmes, which are from time to time covered by members of the press for wider public awareness. • Like every year, this year too, the college encouraged and actively promoted its students to be volunteers in NSS's cleanliness drives. Our students have been actively participating in a number of activities under the Swachh Bharat Abhiyan Programme, which is organised throughout the year and has become an important feature of the college's co-curricular thrust. • The college operationalises its vision for environment through a number of other programmes. To this end, a campaign titled "Save Water Campaign" was organized in collaboration with Joy of Learning Foundation. The programme included awareness sessions on water crisis and water conservation. It included sessions on seed ball making and rain water harvesting strategies. The programme further went beyond mere spread of awareness to offering key guidance on navigating challenges arising out of the water crises and harvesting hurdles. • The college has ensured that its campus and surroundings are tobacco and alcohol-free zones. To this end, the college conducts awareness programmes from time to time. • A plantation drive was conducted to highlight the role of plantation efforts towards ameliorating pollution and climate change. Through such programmes, the college contributes to the global awareness of key concerns on climate change and tries to inspire action at micro level. • A lecture-cum-discussion was conducted on Wildlife Conservation to raise awareness around wildlife and preservation of traditional knowledge from tribal communities in tackling wildlife problems. Towards the end of the programme, we saw students, teachers, and other participating members taking pledge to protect biodiversity at an individual level, because what is perceived to be global or macro always entails the local or smaller. • An awareness generation workshop on segregation of waste and converting organic waste into manure was organised. The programme was conducted with the logic that organic waste has globally witnessed a steep increase over the years. Although it is put to substantial use in developed agricultural societies, organic waste has received very little attention in the developing world. The programme sought to focus attention to this very important environmental reality. • At the Institute, we have radically reduced the usage of plastic and the campus has been made a complete zero plastic zone.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Provision for lift	Yes	6

Ramp/Rails	Yes	6
Rest Rooms	Yes	6
Physical facilities	Yes	6
Special skill development for differently abled students	Yes	48

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2018	1	1	01/08/2018	240	'Each One, Teach One' (Students taught community children, adults, school dropouts)	Digital literacy, Food and nutrition, Gender equality, Digital financial literacy	160
2018	3	3	01/11/2018	240	Researching Urban Poor Settlements	Addressed concerns around migration, social life in the settlements and education	51
2018	1	1	01/11/2018	90	Research on marginalised children in state-run schools of South Delhi	Exploring multiple and diverse worlds of children coming from the margins of the society	54
2018	1	1	01/10/2018	120	Issue-based projects	Exploring and understanding	61

various social and systemic concerns around modern schooling and the relation it shares with children coming from the marginal sections of the society. Issues and concerns around school-community (those at the margins) in

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Handbook of Information	30/06/2017	The handbook has become a standard manual for students of the college. It offers them a comprehensive guidance about their courses and outlines in detail some of the core and basic elements of the curriculum such as code of conduct, rules of attendance, assignments, internal assessment, grievances redressal and other procedural details of fees, freeships, exams, etc. The handbook is updated every year to incorporate necessary changes or additions.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
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<p>Universal values and ethics have always been guiding teaching/learning at the IHE. To this end, students are exposed to a wide variety of orientation programmes and audio-visual productions to understand the importance of ethics in education and prof</p>	<p>23/07/2018</p>	<p>19/04/2019</p>	<p>1200</p>
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

A number of sustainable development initiatives have been initiated in our college such as:

- Operating of eco-club named 'Prakritik'. The club works towards raising of awareness and micro-level action on issues surrounding the environment.
- Installation of Aerobins to convert organic waste into compost under project S.O.R.T (Segregation of Organic-Waste for Recycling and Treatment).
- Introduction of green and blue dustbins towards an understanding of segregation of biodegradable and non-biodegradable waste to comprehensively save the environment.
- Students have been advised to present and cover their practical manuals with used paper, thereby at once demonstrating creative thinking and inculcating the habit of resource management through reuse of paper and other items for printing.
- The use of plastic file covers for classroom assignments has been decreased. The aim is to eventually make assignment submissions a plastic-free exercise.
- Plantation takes place in the college during every rainy season. The idea is to create a substantial green cover that becomes an example for local communities and other institutions to emulate.
- The college maintains a rain harvesting system and also possesses a Vermicomposting unit.
- At the Institute, we conduct programs on recycling of waste materials from time to time.
- Habits of environment protection and conservation are inculcated among students through various environmental education trips to areas that are rich in biodiversity and ecosystem. e-waste

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1. **Waste management:** The college has initiated the practice of sorting waste and converting it into compost through Aerobins, which have been established under the project S.O.R.T. (Segregation of Organic Waste for Recycling and Treatment) Inclusive/critical pedagogic practices. Through this practice, our college takes a step ahead in inspiring a socio-political change towards treatment of bio-waste at an institutional level. It has allowed us to reimagine the notion of waste at the level we are treating it.

2. **Learning visits:** Visits are conducted to innovative/alternative/progressive centres of learning in different parts of the country towards a more cohesive learning-teaching and research orientation. Though these visits, our students get an opportunity to engage with quarters closer and farthest to theirs and in so doing opens their minds towards broader possibilities in higher education and professional practice.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your

institution website, provide the link

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

During the last 26 years, the Institute has been engaged in an intense practice of community engagement. Through its flagship programmes, the college reaches out to the wider society and addresses issues of critical importance such as imparting education and skill among unskilled and illiterate women. This extension work is perhaps, among many others, the most distinctive feature and thrust of the college. Our students, realizing the power of education for social change, are very much aware about leading the way when it comes to demonstrating this vision beyond the confines of the classroom. Students demonstrate this vision through various impactful programmes such as 'Each One, Skill One' and 'Each One, Teach One'. In operationalising these programmes, around 150 students of the 5th Semester of the Home Science Programme adopt learners, preferably women aged between 15 and 40 years, from lower socio-economic background, residing in and around their neighbourhood. Those who have never been to school or are drop-outs are the potential targets of these programmes. In imparting literacy training, students collaborate with various NGOs working in the field of adult education, thereby increasing the scope of training-learning sessions. Before students adopt learners, a 'needs assessment' of each learner is conducted. Based on this assessment, functional literacy and skill training modules are designed, according to which training and skills are imparted to the learning women. This is followed by a pre- and post-test on basic literacy on the learners to assess the change in literacy level. Apart from general literacy, hands-on training is offered to learners through 100-150 hours of contact to improve the quality of their everyday life as well as income generation. The skills thus imparted range from digital and computer literacy skills to conduct of bank accounts and phone recharges. Towards the ends of these steps, the learners from diverse areas are brought together under a common platform of literary mela in the college premises. The mela offers a great learning atmosphere to these learners who have the chance to visit interesting and informative stalls that focus on health, nutrition, family planning and economic participation of women for income generation. It is through programmes like these that the college has been able to sensitize students to the needs to the community. This in turn makes students more socially responsible in an age that is driven by market forces. Extension work thus keeps our students grounded to the social realities of our local communities and inspires them to garner socio-economic action at the most basic level.

Provide the weblink of the institution

8.Future Plans of Actions for Next Academic Year

1. Environment Awareness and Action: At the Institute, we believe that as global citizens we need to contribute to the growing awareness on environment and propose remedial measures. We thus plan to organise workshops in collaboration with the government, non-government organizations, and research institutes to foster an understanding that seeks to bring down the carbon footprint at the local level. Our idea is to translate this reality into both training and preparing students for climate conservation and climate stress, which we believe is a more realistic approach. We shall begin this programme through the execution of more eco-friendly methods in and around the campus, waste management, and the use of renewable energy. 2. Industry Engagement: At IHE, it has been our constant

endeavour to expose students to the field, industry, and other actors from the social sector. We do this through fieldwork and visits to research and other allied institutes. We will strengthen this component further to make it beneficial to more students because we believe that students, after graduating from the college, become much more attuned to the complex realities of the society. We thus inculcate in them a sort of advance knowledge of the functioning of the industry ahead of joining it. We have observed that exposure of students to industry earns them a lot of dividends, whether material, professional, or intellectual. The Institute will continue engaging with the industry. 3. Strengthening Placement Cell: A core plan of action at our Institute will be strengthening of the placement cell and establishment of an alumni association. We already have a placement cell in place while the necessary approvals for the alumni registration are ongoing. The existing placement cell will become much more vibrant concurrent to the birth of the alumni association. The robustness of the placement cell will witness more on-campus placements. On the other hand, after it becomes a registered body, the alumni association will conduct events in the college. Sponsorships for these programmes will come from our alumni who hold high positions in government, non-government, and corporate sectors. This will in turn make our placement cell stronger because of the network that our alumni have to offer. 4. Focus on Multidisciplinary Research: Concrete steps towards initiating multidisciplinary and interdisciplinary research will be taken, which will orient our students and scholars to questions of great importance to humanity like climate change, poverty, and the decline of moral values and ethics. In doing so, the Institute will contribute research in studying such issues from multiple epistemologies and methodologies, thereby offering newer perspectives to problems while suggesting correctives at the level of policy and practice. The Institute will collaborate with other research centres across the country and beyond to produce valuable knowledge for its wider application in stimulating change towards the enhancement of human condition. 5. Harnessing the Power of Media for Education and Research: The Institute will harness the power of media, mainly social media, towards social awareness.