

Guidelines for the Creation of the
Internal Quality Assurance Cell (IQAC)
and Submission of Annual Quality Assurance
Report (AQAR) by Accredited Institutions
(For Affiliated/Constituent Colleges)

(Revised as per Revised Accreditation Framework in November, 2017)



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, **Bengaluru - 560 072 India**

NAAC

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

- ☞ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- ☞ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*
- ☞ To encourage self-evaluation, accountability, autonomy and innovations in higher education;*
- ☞ To undertake quality-related research studies, consultancy and training programmes, and*
- ☞ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Value Framework

To promote the following core values among the HEIs of the country:

- *Contributing to National Development*
- *Fostering Global Competencies among Students*
- *Inculcating a Value System among Students*
- *Promoting the Use of Technology*
- *Quest for Excellence*

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Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions

Introduction

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, institutions need to channelize its efforts and measures towards promoting the holistic academic excellence including the peer committee recommendations.

The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives.

Its success depends upon the sense of belongingness and participation in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies by IQAC to remove deficiencies and enhance quality like the "Quality Circles" in industries.

IQAC – Vision

To ensure quality culture as the prime concern for the Higher Education Institutions through institutionalizing and internalizing all the initiatives taken with internal and external support.

Objective

The primary aim of IQAC is

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Strategies

IQAC shall evolve mechanisms and procedures for

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
- b) Relevant and quality academic/ research programmes;
- c) Equitable access to and affordability of academic programmes for various sections of society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of assessment and evaluation process;
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions

Some of the functions expected of the IQAC are:

- a) Development and application of quality benchmarks
- b) Parameters for various academic and administrative activities of the institution;
- c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- d) Collection and analysis of feedback from all stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters to all stakeholders;
- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- f) Documentation of the various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- i) Periodical conduct of Academic and Administrative Audit and its follow-up
- j) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.

Benefits

IQAC will facilitate / contribute to

- a) Ensure clarity and focus in institutional functioning towards quality enhancement;
- b) Ensure internalization of the quality culture;
- b) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
- c) Provide a sound basis for decision-making to improve institutional functioning;

- d) Act as a dynamic system for quality changes in HEIs;
- e) Build an organised methodology of documentation and internal communication.

Composition of the IQAC

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. Teachers to represent all level (Three to eight)
3. One member from the Management
4. Few Senior administrative officers
5. One nominee each from local society, Students and Alumni
6. One nominee each from Employers /Industrialists/Stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution, accordingly the representation of teachers may vary. It helps the institutions in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institution's quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities.

The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

- ▮ It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- ▮ It is advisable to change the co-ordinator after two to three years to bring new thoughts and activities in the institution.

- ▮ It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination and planning and development.
- ▮ The management representative should be a person who is aware of the institution's objectives, limitations and strengths and is committed to its improvement. The local society representatives should be of high social standing and should have made significant contributions to society and in particular to education.

The role of the Coordinator

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior/competent person with experience and exposure in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is essential that the coordinator may have sound knowledge about the computer, data management and its various functions such as usage for effective communication.

Operational Features of the IQAC

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for “education” is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinator of the IQAC will have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

The institutions need to submit yearly the Annual Quality Assurance Report (AQAR) to NAAC by end of September every year positively. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle's accreditation. During the institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well as quality sustenance initiatives undertaken by them.

The Annual Quality Assurance Report (AQAR) may be the part of the Annual Report. The AQAR shall be approved by the statutory bodies of the HEIs (such as Governing Council/ Executive

Council/Board of Management) for the follow up action for necessary quality enhancement measures.

The IQACs may create its exclusive window tab on its institutional website for keeping the records/files of NAAC, Peer Team Reports, AQAR, and Certificate of Accreditation Outcomes and regularly upload/ report on its activities, as well as for hosting the AQAR.

Revised Accreditation Framework

NAAC has launched Revised Accreditation Framework since July, 2017 and hence AQAR format also modified, in cognizance with the new methodology. The tools and parameters are designed in the new AQAR format are in such a way that the preparation of AQAR would facilitate the HEI's for upcoming cycles of Accreditation. Data collected/prepared infuses quality enhancement measures undertaken during the years. Further, it also adds quality enhancement and quality sustenance measures undertaken in teaching, learning, research, extension and support activities of the Institution. It is hoped that new AQAR would facilitate Educational Institutions for creating a good database at Institutional level for enhancing the quality culture.

As per the Revised Accreditation Framework (RAF), the NAAC Accredited institutions need to submit the AQAR online. NAAC is in the process of ICT integration in Assessment and Accreditation. The login id for the online submission for AQAR submission will be the e-mail id used for the IIQA. The AQAR submission is part of the post accreditation module, in due course of time. NAAC portal will have the facility to submit the AQAR online and Institutions will receive automated response. AQAR of the preceding year be submitted to the NAAC within six months i.e. the institutions should submit the AQAR before 31st December of every year.

The Higher Education Institutions need not submit the printed/hard copy of AQAR to NAAC.

Mandatory Submission of AQAR by IQAC

The Executive Committee of NAAC has decided that **regularsubmission of AQARs is mandatory for 2nd and subsequent cycles of accreditation with effect from 16th September 2016:**

The following are the pre-requisites for submission of IIQA for all Higher Education Institutions (HEIs) opting for 2nd and subsequent cycles of A& A:

- Having a functional IQAC.
- The minutes of IQAC meeting and compliance to the decisions should be uploaded on the institutional website.
- Mandatory submission of AQARs on a regular basis for institutions undergoing the second and subsequent cycles of Assessment and Accreditation by NAAC.
- Upload the AQAR's on institutional website for access to all stakeholders.

Note: The terms and abbreviation used in AQAR are in accordance with respective manuals for assessment of NAAC. Please refer institutional manual for glossary and abbreviations terms used in AQAR.

The Annual Quality Assurance Report (AQAR) of the IQAC ***(For Affiliated/Constituent Colleges)***

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year.(For example, July 1, 2017 to June 30, 2018)*

Part – A

Data of the Institution

(data may be captured from IIQA)

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.: **011-46018108**
- Mobile no.: **9650559995**
- Registered e-mail: [**principal@ihe.du.ac.in**](mailto:principal@ihe.du.ac.in)
- Alternate e-mail : **Nil**
- Address : **F-4, Hauz Khas Enclave**
- City/Town : **New Delhi**
- State/UT : **Delhi**
- Pin Code : **110016**

2. Institutional status:

- Affiliated / Constituent: **Constituent**
- Type of Institution: Co-education/Men/Women: **Women**
- Location : Rural/Semi-urban/Urban: **Urban**
- Financial Status: Grants-in aid/ UGC 2f and 12 (B)/ Self financing
(please specify): **Grant-in-aid + Self Financing**
- Name of the Affiliating University: **University of Delhi**
- Name of the IQAC Co-ordinator : **Dr. Geeta Punhani**
- Phone no. : **011-26532402**
- Alternate phone no. **Nil**
- Mobile: **9811640804**
- IQAC e-mail address: **iqac@ihe.du.ac.in**
- Alternate Email address: **Nil**

3. Website address: <http://www.ihe-du.com>

Web-link of the AQAR: (Previous Academic Year):

<http://www.ihe-du.com/images/misc/aqar2017-18.pdf>

<http://www.ihe-du.com/images/misc/aqar2016-17.pdf>

4. Whether Academic Calendar prepared during the year?

Yes/No, if yes, whether it is uploaded in the Institutional website: **Yes**

Weblink:

[http://www.ihe-](http://www.ihe-du.com/index.php?option=com_content&view=article&id=121&Itemid=107)

[du.com/index.php?option=com_content&view=article&id=121&Itemid=107](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
1 st	"A"	3.13	2016	Five years

6. Date of Establishment of IQAC: DD/MM/YYYY: **01/10/2015**

7. Internal Quality Assurance System

7.1 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
Training Programme on Academic Administration	One day 11 th October 2017	50
Workshop for formulating Quality Evaluation Criteria for various college amenities	One day 18 th August 2017	8
Training for purchase through GEM	Two days 13 th , 14 th June 2018	15
Training for E bidding through CPP portal	One day 22 nd June 2017	50

Note: Some Quality Assurance initiatives of the institution are:

(Indicative list)

- Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback from all stakeholders collected, analysed and used for improvements
- Academic Administrative Audit (AAA) conducted and its follow up action
- Participation in NIRF
- ISO Certification
- NBA etc.
- Any other Quality Audit

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
Institute of Home Economics	Maintenance Grant	UGC	01.07.2017- 30.06.2018	24,34,71,000
Dr. Savita Aggarwal	Project	UNFCCC	04.10.2017	12,96,000
Dr Seema Puri	Project	MFS	07.12.2017	7,10,905
Dr. Savita Aggarwal	Project	Ministry of Women and Child Development	07.11.2017	5,53,350
Dr Jyoti Dalal	Project	ICSSR	08.02.2018	80,000
Dr Seema Puri	Project	DFS	18.08.2017	1,16,100
Dr Geeta Trilok Kumar	Project	Star College	28.07.2017	9,00,000
Dr Geeta Trilok Kumar	Project	Star College	28.07.2017	20,00,000
Dr Seema Puri	Project	Mother Dairy		5,30,750
Dr Geeta Trilok Kumar	Project	FIST	30.11.2017	92,50,000
Dr Geeta Trilok Kumar	Project	Melinda Gates Foundation	22.06.2017	1,78,360
Dr Seema Puri	Project	MFS	27.06.2018	7,11,110
Dr Savita Aggarwal	Project	UGC	16.01.2018	3,55,463

9. Whether composition of IQAC as per latest NAAC guidelines: Yes/No: Yes

***upload latest notification of formation of IQAC: In the process of formulating a new committee as the tenure of the previous members expired**

10. No. of IQAC meetings held during the year: 6 – only internal meetings were held during this duration.

The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website..... Yes/No **No**

(Please upload, minutes of meetings and action taken report)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?Yes/NoNo****

If yes, mention the amount: **Nil** Year: **NA**

12. Significant contributions made by IQAC during the current year (maximum five bullets)

- * Institutional purchase mechanism streamlined
- * Quality guidelines for college amenities implemented
- * Audio studio upgradation
- * Enhancing mental health through yoga and meditation
- * E content development for community outreach

13. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year.

Plan of Action	Achievements/Outcomes
Enhancing Academic Administration	Training programme on Academic Administration was organised by the internal IQAC team.
Transparent Purchase Mechanism	Purchase through GEM was instituted. E-Tendering was initiated through Central Public Procurement (CPP) site
Canteen upgradation	A new vendor was selected and the hygienic standards were specified and monitored regularly.
Building maintenance	DU and CPWD approved vendors for repair and maintenance of the college building were shortlisted.
E-Learning initiatives	Audio Jingles were developed for DU community radio and short films were uploaded on social media. IEC material for various national and global organisations was developed. Standardised modules on digital training of NDLM were improvised and implemented. Visaka campaign was organised to educate local shopkeepers to adopt digital payments.

14. Whether the AQAR was placed before statutory body? Yes/No: No

Name of the Statutory body: **NA** Date of meeting(s): **NA**

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning?

Yes/No: No

Date: NA

16. Whether institutional data submitted to AISHE: Yes/No: No

Year:NA

Date of Submission: NA

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)

Educational Management solutions at Institute of Home Economics (IHE)

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. In its constant endeavour for better technological solutions, the college has been regularly opting for improved educational management solutions. Presently, the college is using Imagination Learning 2.0, a web-based educational management solution in order to achieve end-to-end process management of administrative, financial as well as academic affairs. Through the software, the following functions of the college have been computerized.

Student management:

- * Student data management
- * Student's report generation
- * Attendance and its linkage to college website
- * Generating internal assessment and its linkage to website
- * Program/course wise-set up for students
- * Library management
- * Time Table
- * Learning Management Systems
- * Internal survey in the college for student's feedback
- * Exam fee and other fee collection

Employees-Teaching and non-teaching:

- * Employee data management
- * Payroll generation
- * Tax computation
- * Maintenance of service book
- * Leave records and application
- * GPF and NPS records
- * Interface among departments
- * Notice for holding meetings and generating minutes
- * Grievances and complaints
- * Pension

General:

- * Alumni Portal
- * Performance Management
- * Separation Management
- * Dispatch Management

The students can view their attendance at the end of each month and can also check their internal assessment marks at the end of each semester and approach the faculty in case of any discrepancies. The college has subscribed to bulk SMS facility so that all the students can be delivered messages pertaining to various affairs of the college.

Official email ids have been allotted to all the permanent faculty members for official purposes. The Director can communicate with the teaching as well as non-teaching staff through official email groups. All the vacancies, any new notices and events are posted on the college website. Soon, the system of giving assignments online to the students and getting their submissions will also be activated through the student management software. The automation committee of the college is striving hard to meet the aspirations of different sections of the stakeholders.

Part-B

CRITERION I-CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation.
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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. The curriculum of all courses is displayed on the website of University of Delhi as well as on the college website. Effective implementation of the curriculum is ensured as follows:

- 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.
- Allocation of classes is done keeping in mind the core areas of specialization of each teacher and her research strengths,
- Regular meetings are conducted within each department for effective implementation of the curriculum.
- There is active participation of the faculty members in regular revision and upgradation of syllabi.
- In order to deal with increased strength of students in each course, the same paper is taught to different sections by different teachers
- Each topic/unit in the syllabus, for theory and practical, is allocated a definite time period in which it will be covered. This ensures timely completion of the syllabus, thus providing ample time to students for revision before the exams.
- References/readings to be used, assignments to be given, and the mode of assessment are all planned well in advance.
- Meetings with faculty members in other colleges offering the same courses are also held periodically to ensure a uniform interpretation of the curriculum and to pool together ideas and resources for the benefit of the students.
- 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 and students at all times.
- The laboratories of each department are furnished with all essential equipment to meet the needs of the students as per the curriculum.
 - The library at IHE has a large collection of books, thesis, journals and periodicals. The library is completely automated with a computerised catalogue, bar coded books and smart card for the users. Internet facilities and an intranet linkup with University of Delhi are available at the library.
 - The Institute has three computer laboratories equipped with computers having the latest software and with internet connectivity for faculty and students. Several undergraduate and post graduate classes that require the use of computers are held in the computer lab.
 - The University conducts training /orientation programmes for teachers from time to time in which the concerned faculty members participate actively.

● The curriculum and its transaction is intrinsically linked to the overall goals and objectives of the college, thereby ensuring the achievement of desirable outcomes.					
1.1.2 Certificate/ Diploma Courses introduced during the Academic year.					
Name of the Certificate Course	Name of the Diploma Courses	Date of introduction and duration	focus on employability/ entrepreneurship	Skill development	
NA					
1.2 Academic Flexibility					
1.2.1 New programmes/courses introduced during the Academic year					
Programme with Code	Date of Introduction		Course with Code	Date of Introduction	
559	20 th July, 2017		B.Sc. (Hons) Food Technology	July 2017	
520	20 th July, 2017		B.A. (Hons) Journalism	July 2017	
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	UG	PG	Date of implementation of CBCS / Elective Course System	UG	PG
B.Sc. (Hons) Food Technology	UG	-	July 2017	UG	-
B.A. (Hons) Journalism	UG	-	July 2017	UG	-
Already adopted (mention the year)				UG	-
B.Sc. (Hons) Microbiology 2015				UG	-
B.Sc. (Hons) Biochemistry 2015				UG	-
B.Sc. (Hons) Home Science 2016				UG	-
B.Sc. (Pass) Home Science 2016				UG	-
1.2.3 Students enrolled in Certificate/ Diploma Courses introduced during the year.					
	Certificate	Diploma Courses			
No of Students	-	23 - Diploma in Dietetics and Public Health Nutrition 9 - Diploma in Health and Social Gerontology			
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		
1. ‘Life is a Game Play it’- 8 module programme for students to prepare them for future challenges, by Sri Sathya Sai Seva organisation		July, 2017	100		
2. Inclusive Education for Children with Disabilities		July, 2017	17		
3. From Campus to Corporate		October, 2017	25		

1.3.2 Field Projects / Internships under taken during the year.				
Project/Programme Title				No. of students enrolled for Field Projects / Internships
1. National institute of Immunology				43
2. Mughal Garden				28
3. Center for blue green algae, IARI				25
4. Translational Health Science and Technology Institute (THSTI)				40
5. Jawaharlal Nehru University				12
6. 93.5 Red FM Radio Station				46
7. Suraj Kund Mela				46
8. Garment technology expo: GARTEX				60
9. Mid-day meal kitchen (Strishakti)				30
10. Public health centre				30
11. SAM unit of Kalavati Saran hospital				30
12. Maruti Udyog and Britannia Industries				30
13.Prayas				25
14. Bal Sahyog				25
15. National Association for the Blind				25
16. Deepalaya				25
17. Action for Ability Development and Inclusion				25
18. National Human Rights Commission				25
19. TERI-GRAM				50
20. Technology and Action for Rural Advancement (TARA)				40
21. Number of Internships				151
1.4 Feedback System.				
1.4.1 Whether structured feedback received from all the stakeholders.				
1) Students	2) Teachers	3) Employers	4) Alumni	5) Parents
Yes/ No	Yes/ No	Yes/ No	Yes/No	Yes/ No
No	No	No	No	No
1.4.2 How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)				
NA				
CRITERION II -TEACHING-LEARNING AND EVALUATION				
2.1 Student Enrolment and Profile				
2.1. 1 Demand Ratio during the year				
Name of the Programme	Number of seats available	Number of applications received	Students enrolled	
M. Sc. Fabric and Apparel Sciences	15	Centralized data available with the competent authority.	15	
M.Sc. Foods and Nutrition	19	Centralized data available with the competent authority.	15	
Diploma in Dietetics and Public Health Nutrition	37	Centralized data available with the competent authority.	24	
Diploma in Health and Social Gerontology	25	Centralized data available with the competent authority.	9	
B.Sc. (Hons) Biochemistry	31	Centralized data available with the competent authority.	33	

B.Sc. (Hons) Microbiology	31	Centralized data available with the competent authority.	38
Bachelor of Elementary Education	50	Centralized data available with the competent authority.	52
Food Technology	32	Centralized data available with the competent authority.	42
B.A. Journalism	46	Centralized data available with the competent authority.	50
B.Sc. (Hons) Home Science	91	Centralized data available with the competent authority.	117
B.Sc. (Pass) Home Science	216	Centralized data available with the competent authority.	213

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 full time teachers available in the institution teaching only UG courses	Number of full time teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2017-18	545	63	<p>July to December 2017 47(Permanent) 55(Adhoc) 102-11=91</p> <p>January to May 2018 46(Permanent) 50(Adhoc) 96-12=84</p>	<p>11</p> <p>12</p>	<p>July to December 2017 47(Permanent) 55(Adhoc) 102</p> <p>January to June 2018 46(Permanent) 50(Adhoc) 96</p>

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
July to December 2017	47(Permanent) 55(Adhoc) 102	The various ICT tools and resources available to the faculty are : Projectors, Laptops, Desktops, Printers, Book visualisers, Microscopic camera (Micro), LCD projectors, speakers, sound amplification	11 rooms are ICT enabled	Nil	<p>- Educational management software provided by ILS</p> <p>- Documentaries TED Talks, films, from various sources.</p> <p>-Power point Presentations: self</p>
January to May 2018	46(Permanent) 50(Adhoc) 96				

		system, audio studio with audio recording and editing facilities. Televisions, DVD Players, photocopy machines.			made, Slide share & Youtube. - Online lectures e-books and e-Journals, Online videos, Podcast AUTO - CAD and 3ds -MAX software
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2.3.2 Students mentoring system available in the institution? Give details. (maximum 500 words)

The college has an ongoing, strong, student centric mentoring system. The aim is to help students grow academically, professionally and at a personal level. This system bridges the gap between the teachers and the students. It creates an open channel and a better environment in college where students can comfortably approach teachers for both educational and personal guidance. Each faculty member is assigned a group of about 20 students for mentoring. The advisor is usually one of the teachers who teaches any of the courses in that class and has a constant, almost daily connect with them. S/he is constantly approachable and students are advised to meet that particular teacher for any kind of problems and difficulties 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. She is also empathetically available to discuss any inter-personal or personal problems being faced by students. 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.

Alumni visits are also organized to motivate for higher studies and entrepreneurship alike. It helps students to articulate and define their goals and they get a chance to discuss the college and career options that they may wish to gain clarity about. Students are informed of various available career prospects and the path towards achieving the same. Various summer internships and projects are also discussed with them. This provides them with a hands on experience of the possibilities available to them in the job world. They are informed about the new opportunities in research field at the skillah n eanah easa a e w ssah t a Saaa ah paa ae nh waasp Sn n aha f est e nan aa waasp stn aa Snaaa na ssah wa atpa as a aa a aen Saaa nh a ne w ssah aa t a stn as a aawn aa nh na ehntaa n e eatnsa nan Sn n a paa ntn na n Sasts sn nana paafitart eanah ttt n e h pa

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 extra curricular, 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
1512	July to December 2017 - Permanent - 47 Ad-hoc - 55 Total - 102 January to June 2018 Permanent - 46 Ad-hoc - 51 Total - 97	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
Overall 76 permanent	July to December 2017 Permanent - 47 Ad-hoc - 55 Total -102 January to June 2018 Permanent - 46 Ad-hoc - 51 Total - 97	31	None	31
2.4.2 Honours and recognitions 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	
28 th February 2018	Dr Sunita Aggarwal, Mrs Nitika Nagpal with students Research project on Water Quality	Associate Professor	2 nd prize in National Science Day organised by INSA & Indian Academy of Science	
2017	Sharmila Rathee	Assistant Professor	Awarded international fellowship titled Americans disability act inclusive education fellowship	
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	Year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
B.Sc. (Hons) Biochemistry	201	III	18 th May 2018	9 th July 2018
		II	24 th May 2018	17 th July 2018
		I	22 nd May 2018	14 th July 2018
B.Sc. (Hons) Microbiology	203	III	18 th May 2018	9 th July 2018
		II	24 th May 2018	17 th July 2018
		I	22 nd May 2018	14 th July 2018
B.Sc. (Hons) Food Technology	559	III	-	-
		II	-	-
		I	22 nd May 2018	14 th July 2018
B.A. (Hons) Journalism	520	III	-	-
		II	-	-
		I	22 nd May 2018	14 th July 2018
B.El.Ed.	271	IV	15 th May 2018	18 th July 2018
		III	25 th May 2018	18 th July 2018
		II	22 nd May 2018	13 th August 2018
		I	28 th May 2018	29 th August 2018

B.Sc. (Pass) Home Science	181	III	21 st May 2018	12 th July 2018
		II	23 rd May 2018	17 th July 2018
		I	24 th May 2018	14 th July 2018
B.Sc. (Hons) Home Science	171	III	18 th May 2019	9 th July 2018
		II	24 th May 2018	17 th July 2018
		I	22 nd May 2018	14 th July 2018
M.Sc. (FAS)		II	24 th May 2018	4 th July 2018
		I	18 th May 2018	4 th July 2018
M.Sc. (FN)		II	21 st May 2018	4 th July 2018
		I	23 rd May 2018	4 th July 2018
DDPHN		I	21 st May 2018	3 rd July 2018
		-	-	-
DHSG		I	17 th May 2018	3 rd July 2018
		-	-	-

2.5.2 Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level. (250 words)

The Continuous Internal Evaluation (CIE) system has been developed in sync with the Choice Based Credit System (CBCS). The objective is to evaluate students at regular intervals. In accordance with this the students are given assignments and a quiz during the semester for which 20 marks are allocated. The system is entirely transparent and students can view their performance online as marks are uploaded using the automation facility in college. Further, in each practical class, marks are awarded to students on the basis of their performance and the marks are averaged to account for 50 percent of the internal assessment marks of the student. This system takes into account the continuous and comprehensive evaluation of the student throughout the semester. Written assignments, class tests and seminar presentations give opportunities to the students to express themselves. Project work is also undertaken for the same. The topics are of academic and social relevance and students are evaluated on the same. Mid semester half yearly at n are conducted in various departments to aid students in teaching learning process. Practical are assessed after each et and evaluated. Mock practical exams are conducted to ns nh paap a nah for final exams.

Based on this, if required, reinstruction for certain topics is also provided and students can apply for remedial classes as well.

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

A calendar for academic and non-academic activities is prepared in advance before the new academic session begins and is adhered to. Lesson plans are made in the beginning of the semester and a course coordinator is appointed for each paper. Regular sap a nah t naa nhw aa eahsse as a ah saa na paawaa nah af a en easa a. Date sheets of mid semester exams, mock practical exams and final practical exams are displayed on notice boards and students are informed in the class rooms. Students need to submit assignments and are informed of dates well ahead o ftime. The schedule for internal evaluation is also informed to the students in advance.

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)

Students are given written assignments, class tests and are asked to make presentations wherein they get opportunities to express themselves. The topics are of academic and social relevance and they are evaluated on the same.

Program outcomes:

- All Departments are committed to offer programmes that create and disseminate knowledge strengthened dually by a rich academia and an extension interface.
- We believe in pedagogical innovations to inculcate creative thinking and problem-solving skills via a dynamic curriculum in an interactive learning environment.

Program specific outcomes:

- Departments are committed to impart new ideas, knowledge and vision of latest developments in the various fields of study and encourage overall holistic development, life skills, managerial, leadership, entrepreneurial, innovative and creative designing skills among the students.

Course outcomes:

- Courses offered by various Departments encourage students to realize their full potential.

The purpose is to nurture globally competent, socially sensitive and ethically sound talent to be able to achieve success in all walks of life.

2.6.2 Pass percentage of students

Pass Percentage May, 2018 Examination				
Sr. No.	Course	Number of students appeared in the final year examination	Number of students passed in final semester/year examination	Pass Percentage
I Year				
1	BEIEd	52	51	98.08
2	BA (H) Journalism	49	49	100.00
3	BSc (H) Biochemistry	33	33	100.00
4	BSc (H) Food Technology	40	40	100.00
5	BSc (H) Home Science	112	111	99.11
6	BSc (H) Microbiology	34	34	100.00
7	BSc (P) Home Science	210	208	99.05
8	PG DDPHN	23	20	86.96
9	PG DHSG	9	5	55.56
10	MSc FAS	14	14	100.00
11	MSc FN	18	18	100.00
II Year				
1	B.El.Ed.	51	49	96.08
2	BSc (H) Biochemistry	34	30	88.24
3	BSc (H) Home Science	91	90	98.90
4	BSc (H) Microbiology	31	30	96.77
5	BSc (P) Home Science	190	189	99.47
6	MSc FAS	11	9	81.82
7	MSc FN	18	18	100.00
III Year				
1	B.El.Ed.	39	39	100.00
2	BSc (H) Biochemistry	34	34	100.00
3	BSc (H) Home Science	88	85	96.59
4	BSc (H) Microbiology	30	30	100.00
5	BSc (P) Home Science	184	168	91.30

IV Year				
1	B.El.Ed	45	45	100.00
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) - Not conducted				
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 Academic year
Major projects				
1. Prevalence of Vitamin D deficiency and its association with bone and muscle health among elderly living in Urban slums of Delhi	3 years	Indian Council of Medical Research	6,85,200	2,28,400
2. Mapping the vulnerability of women in India to climate change at the sub- national scale	2 years 9 months	UNFCCC	2,592,000	1,296,000
3. Opportunities and challenges in Digital Literacy: Assessing the impact of Digital training for empowering urban poor women	15 months	Ministry of Women and Child development	1,106,700	553,350
4. Consumer Acceptability and Sensory Analysis studies of Multiple Fortified Salt (MFS)	6 months	The India Nutrition Initiative- TATA Trust and Nutrition Impact solutions	1,422,400	1,422,015
5. Effectiveness of Milk supplementation on Nutritional Status of Pre Adolescent girls of Delhi – An Evaluation	1 year	National Dairy Development Board and Mother dairy fruit and vegetable Pvt Ltd	2,123,000	530, 750
Minor Projects				
1. An Ethnographic study of violence in school practices	2 years	ICSSR	2,00,000	80,000

2. Consumer Acceptability and Sensory Analysis studies of Double Fortified Salt (DFS)	3 months	The India Nutrition Initiative- TATA Trust and Nutrition Impact solutions	345,100	345,100
Interdisciplinary Projects				
Industry sponsored Projects		1 (Major project serial number 5 as mentioned above)		
Projects sponsored by the University/ College				
Students Research Projects(<i>other than compulsory by the College</i>)				
International Projects				
Any other(Specify)				
Total	7			

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(s)
Replacing Regulatory Experiments On Animals: Introduction to <i>In Silico</i> Models and <i>In Vitro</i> Test Methods	Biochemistry	26-27 October 2017
Processing of News	Home Science	17 th October, 2017
Violence against women	Home Science	8 th November 2017
Lecture on Entertainment Education for social change	Home Science	9 th January 2018
Workshop on liberating structures	Home Science	9 th January 2018
Trends on Sectional News, Articles and Feature Writing"	Home Science	14th March 2018
Culture & Folk songs	Home Science	16 th March 2018
One-day consultation workshop on 'Mapping the vulnerability of women in India to climate' change under the Project entitled 'Mapping the Vulnerability of Women in India to Climate Change at the sub-National Scale'. As part of India's Third National Communication (TNC) to the UNFCCC funded by (MOEFCC), Government of India	Home Science	18 th May, 2018
Future prospects in the area of Public Nutrition and Food Industry	Home Science	31st July 2017
Thinking creatively on Nutrition in India	Home Science	7th September 2017
Optimal Infant and Young Child Feeding: India situation on policy & programmes	Home Science	7th September 2017
Food Safety	Home Science	15th March 2018
Challenges and role of food, nutrition and related technologists & opportunities ahead	Home Science	27th March 2018
Future prospects in the area of Public Nutrition and Food Industry	Home Science	31st July 2017

Thinking creatively on Nutrition in India			Home Science	7th September 2017
3.2.2 Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year.				
Title of the innovation	Name of the Awardee	Awarding Agency	Date of Award	Category
Capacity building of Anganwadi workers on Childhood Disabilities	Dr. Geeta Chopra	Ministry of Women & Child Development, GOI	September, 2017	ICDS scheme - National level
3.2.3 No. of Incubation centre created, start-ups incubated on campus during the year.				
Incubation Centre	Name		Sponsored by	
NA				
Name of the Start-up	Name		Date of commencement	
NA				
3.3 Research Publications and Awards.				
3.3.1 Incentive to the teachers who receive recognition/awards.				
State	National		International	
-	-		-	
3.3.2 Ph. Ds awarded during the year (applicable for PG College, Research Center).				
Name of the Department			National	
Department of Food and Nutrition			1	
Department of Resource Management and Design Application			1	
3.3.3 Research Publications in the Journals notified on UGC website during the year.				
	Department		No. of Publication	Average Impact Factor, if any
National				
	Department of Biochemistry		1	
	Department of Home Science		15	
	Department of Sciences		4	
	Department of Physical Education		1	
International				
	Department of Biochemistry		8	
	Department of Home Science		69	
	Department of Sciences		1	
	Department of Physical Education		2	
3.3.4 Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year.				
Department			No. of publication	
Department of Biochemistry			2	
Department of Elementary Education			8	
Department of Microbiology			2	
Department of Home Science			16	
Department of Sciences			1	

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

1. Department of Biochemistry

Title of the paper	Name of the author	Title of the journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self Citations
Zinc Content of Cereals and Pulses in Delhi.	Shipra Gupta, Arora, K. and Trilok-Kumar, G.	The Indian Journal of Nutrition and Dietetics	2018	-	-	-
Vitamin D supplementation to prevent acute respiratory tract infections: systematic review and meta-analysis of individual participant data	Martineau AR, Trilok-Kumar Geeta	BMJ	2017	-	-	-
Association of mitochondrial copy number variation and T16189C polymorphism with colorectal cancer in North Indian population	Bhupender Kumar, Zafar Iqbal Bhat, Savita Bansal, Sunil Saini, Afreen Naseem, Khushnumawa habi, Archana Burman, Geeta Trilok Kumar, Sundeep Singh Saluja, M. MoshahidAlam Rizvi	Tumor Biology	November 2017	-	-	-
Fisetin synergizes with gemcitabine and inhibits viability of MIA PaCa-2 pancreatic cancer cells.	Bhupender Kumar	Research Reports	March 2018	-	-	-

Resveratrol inhibits expression of cancer specific PPP enzyme TKTL1	Bhupender Kumar	AJPCR	June 2018	-	-	-
Comparative evaluation of antibacterial, antifungal and antioxidant activity of silver nanoparticles synthesized using <i>Cassia tora</i> leaf extract and glucose	Manisha Marothia, Deepali Goyal, Taruna Arora , Rohit Bhatia	International Journal of Recent Research Aspects	2017	-	-	-
Identification of Mycobacterium tuberculosis BioA inhibitors by using structure-based virtual screening	Singh, S., Khare, G., Bahal, R. K., Ghosh, P. C., Tyagi, A. K.	Drug design, development and therapy	2018	-	-	-
An attenuated quadruple gene mutant of Mycobacterium tuberculosis imparts protection against tuberculosis in guinea pigs	Ritika Kar, Bahal, Shubhita Mathur, Priyanka Chauhan, Anil K. Tyagi	Biology open	2017	-	-	-
Boosting with recombinant MVA expressing M. tuberculosis α -crystallin antigen augments the protection imparted by BCG against	Prachi Nangpal, Ritika Kar Bahal, Anil K. Tyagi	Scientific reports	2017	-	-	-

tuberculosis in guinea pigs						
2. Department of Home Science						
Meal Preparation Activities of Middle Income Group Families Living in Delhi	Magu, P, Khanna, K, Seetharaman, P.	International Journal of Family and Home Science	(May-August), 2018	-	Institute of Home Economics	-
Brunt of stress in managing work-life balance of banking sector employees	Atheya, R and Arora, R.	International Journal of Applied Home Science	November & December , 2017	-	Institute of Home Economics	-
To study the consumer buying behaviour for Non-durables: Influence of Sources of Information	Tyagi, R and Arora, R.	International Journal of Home Science	Jan – April 2018	-	Institute of Home Economics	-
Indoor Air Quality in Schools: A review Based Study	Pratima Singh and Renu Arora	International Journal of Engineering and Scientific Research,	March, 2018	-	Institute of Home Economics	-
Quality Early Childhood Care and Education in India: Initiatives, Practice, Challenges and Enabler	Chandra, R.; Gulati, R. Sharma, S	Asia-Pacific Journal of Research in Early Childhood Education	2017	-	-	-
Individual achievement and social progress: Mending the broken alliance between school and community in India. In: Branco A., Lopes-de-	Chaudhary, N., Kapoor, S. Negi, B.	Cultural Psychology of Education	2018	-	-	-

Oliveira M. (Eds) Alterity, Values, and Socialization.						
CRAFTS OF INDIA: Luxury Context	Jharkhede, S. K. and Sachdev, P	International Journal of Multidisciplinary Research and Development	2017	-	-	-
‘CRAFTS: A Contemporary Narrative’	Jharkhede, S. K. and Sachdev, P	International Journal of Multidisciplinary Research and Development	2017	-	-	-
Who’s child? Talking child rights through schools.	Negi, B., Chaudhary, N., Kapoor, S	International Journal of Arts, Sciences and Humanities	2018	-	-	-
Maternal Mortality in India: An overview of Social causes	Singh, K. Puri, S. Chopra, G	International Journal of Scientific and Research publications	2018	-	-	-
Don’t Stare At Me....’ Exploring The Lived Experiences Of Adults With Disability	Singh, Ritu and Chopra, Geeta	Indonesian Journal of Disability Studies (IJDS)	2018	-	-	-
Maternal Mortality in India: An overview of Social causes.	Singh,K, Puri,S. Chopra,G	International Journal of Scientific and Research publications	2018	-	-	-
Understanding Barriers and Facilitators for Human Milk Banking Among Service Providers, Mothers, and Influencers of Preterm and Sick Neonates Admitted at	Mondkar J, Chugh Sachdeva R, Shanbhag S, Khan A, Manuhar Sinha M, Dasgupta R, Israel-Ballard K, Sabharwal V.	Breastfeeding Medicine.	2018	-	-	-

Two Health Facilities in a Metropolitan City in India.						
Exploring usage of smart phone for accessing nutrition information among college going students of Delhi	Wadhwa KS and Sabharwal V	International Journal of Recent Advances in Multidisciplinary	2018	-	-	-
Augmenting Frying Stability of Soybean Oil by Incorporation of Curcumin	Puri D, Kataria D, Sabharwal V	Global Journal Of Engineering Science And Researches	2018	-	-	-
Human Milk Banking: An Indian Experience	Nangia S, Sachdeva RC and Sabharwal V.	Neo Reviews	2018	-	-	-
Assessment of dietary intake of moderately anaemic pregnant women visiting a PHC in Delhi.	Anshu Sharma, Salila Thomas, Pushpa Sundararaj	Journal of Hospitality and applied sciences.	2018	-	-	-
Assessment of dietary intake of moderately anaemic pregnant women visiting a PHC in Delhi.	Anshu Sharma, Salila Thomas, Pushpa Sundararaj. Pusa	Journal of Hospitality and applied sciences	2018	-	Nutrition Foundation of India	-
Food Safety Knowledge of Food Handlers working in Catering Sector across Delhi	Heena Yadav, Ranjana Mahna, TejmeetRekhi	Indian Tourism and Hospitality Congress	2018	-	-	-
Food Safety Knowledge of Managers in Catering	Heena Yadav, Ranjana Mahna, TejmeetRekhi	J Scientific Research and Review	2018	-	-	-

Sector across Delhi						
Dietary Practices, Lifestyle Patterns and Nutritional Status of Emerging Male Adults in Different Living Arrangements	Gupta, M. and Shipra Gupta	Current Research in Nutrition and Food Science	2017	-	-	-
Processing and sensory properties of high-fibre bakery products	Kataria D and Dalmia S	International Journal of Environmental & Agriculture Research	2017	-	-	-
Depression, Anxiety Symptoms and Eating Behaviour: Prevalence and Association among adolescents studying in public schools of Delhi	Khanna P and Aeri BT	Conference proceedings of IAFOR Asian Conference on Psychology and the Behavioural Sciences	2018	-	-	-
A Review on photochemistry and therapeutic uses Hibiscus sabdariffa L	Riaz G and Chopra R	Biomedicine and Pharmacotherapy	2018	-	-	-
Effect of oral cinnamon intervention on metabolic profile and body composition of Asian Indians with metabolic syndrome: a randomized double-blind control trial.	Sonal Gupta Jain, Seema Puri, Anoop Misra, Seema Gulati, Kalaivani Mani	Lipids in Health and Disease	2017	-	Institute of Home Economics, University of Delhi	9

Zinc Content of Cereals and Pulses in Delhi	Shipra Gupta, Arora, K., Trilok-Kumar, G.	The Indian Journal of Nutrition and Dietetics	2018	-	-	-
Antioxidant and antimicrobial properties of leaves of Ficus religiosa (Peepal tree)	Pal S, Sharma S, Surbhi, Kataria D	International Journal of Green and Herbal Chemistry Section B: Herbal Chemistry	2017	-	-	-
Augmenting frying stability of soybean oil by incorporation of Curcumin	Puri D, Kataria D, Sabharwal V	Global Journal of Engineering Science and Researches	2018	-	-	-
Enhancing nutrition with pulses: defining a recommended serving size for adults	Christopher PF Marinangeli, Julianne Curran, Susan I Barr, Joanne Slavin, Seema Puri, Sumathi Swaminathan, Linda Tapsell, Carol Ann Patterson	Nutrition Reviews	2017	-	Institute of Home Economics, University of Delhi	4
Policy content and stakeholder network analysis for infant and young child feeding in India	Seema Puri, Sylvia Fernandez, Amrita Puranik, Deepika Anand, Abhay Gaidhane, Zahiruddin Quazi Syed, Archana Patel, Shahadat Uddin, Anne Marie Thow	BMC Public Health	2017	-	Institute of Home Economics, University of Delhi	3
Effect of oral cinnamon intervention on metabolic profile and body composition of Asian Indians	Sonal Gupta Jain, Seema Puri, Anoop Misra, Seema Gulati, Kalaivani Mani	Lipids in Health and Disease	2017	-	Institute of Home Economics, University of Delhi	9

with metabolic syndrome: a randomized double-blind control trial.						
Status of complementary feeding practices of infants and young children (6-23 months) in India: A Review	Urvashi Mehlawat, Seema Puri, Tejmeet Kaur Rekhi, Balraj Yadav	New Ind J Paed	2018	-	Institute of Home Economics, University of Delhi	-
Midlife Factors That Influence The Aging Process: An Indian Perspective.	S. Puri, M. Shaheen, D.H. Pai Panandiker, R. Sinha.	J Aging Res Clin Practice	2017	-	Institute of Home Economics, University of Delhi	-
Potential of probiotics in hypercholesterolemia: A Review of In vitro and In vivo findings.	Smriti Sharma, Seema Puri, AnuraKurpad.	Alternative Therapies in Health and Medicine,	2017	-	Institute of Home Economics, University of Delhi	3
Opportunities for strengthening infant and young child feeding policies in South Asia: Insights from the SAIFRN policy analysis project	Anne Marie Thow, SumitKarn , Madhu Dixit Devkota , Sabrina Rasheed , SK Roy , Yasmeen Suleman , Tabish Hazir, Archana Patel , Abhay Gaidhane, Seema Puri, SanjeevaGoda kandage, UpulSenarath, Michael J. Dibley.	BMC Public Health	2017	-	Institute of Home Economics, University of Delhi	2
Transition In Infant And Young Child Feeding	Seema Puri.	Current Diabetes Review	2017	-	Institute of Home Economics, University of Delhi	2

Practices In India.						
Incidence of Overweight and Obesity among Children and Adolescents in India.	Shokeen D and Aeri BT:	Int. J. Life. Sci. Scienti. Res.	2017	-		-
Hypertension in India: An insight into the NFHS 4 Data.	Kaur H and Aeri BT.	International Journal of Scientific and Research Publications	2017	-	-	-
Metabolic syndrome: Concepts and Criteria: A Review.	Kaur Harmeet and Aeri Bani.	International Journal of Food and Nutritional Sciences	2017	-	-	-
Dietary Practices and Nutritional Profile of Female Nurses from Government Hospitals in Delhi, India	Shipra Gupta	Iranian Journal of Nursing and Midwifery Research	2017 Sep – Oct	-	-	-
Gender Differentials in the use of ICTs for Development: Glimpses from Rural India.	Savita Aggarwal, Akshima Sharma, Geeta Punhani	International Journal of Movement Education and Social Sciences,	2018	-	-	-
Access of Rural Poor to Health Care: A Case Study of Himachal Pradesh.	Savita Aggarwal, Akshima Sharma, Geeta Punhani	Human Rights International Research Journal	2018	-	-	-
Are Climate Smart Agriculture Technologies Gender Smart? An In-Depth Analysis Using Gender	Savita Aggarwal, Akshima Upadhyay, Geeta Punhani	Human Rights International Research Journal	2018	-	-	-

Analysis Frameworks						
Gender gaps in Digital Literacy: Perspective of urban rural space.	Savita Aggarwal, Shivangi Goswami, Tanvi Nayyar ,Kritika Kumar	International Journal of Movement Education and Social Sciences	2018	-	-	-
The gendered impacts of climate change: Case studies from Asia & Africa.	Savita Aggarwal, Shivangi Goswami, Tanvi Nayyar, Kritika Kumar	Human Rights. International Research Journal.	2018	-	-	-
Climate change and Water insecurities: Impacts on women	Savita Aggarwal and Jagriti Kher	International Journal of Movement Education and Social Science.	2018	-	-	-
Quantifying status of women & men in India at the sub-national	Savita Aggarwal, Jagriti Kher, Geeta Punhani	Indian Journal of Human Development	2017	-	-	-
Gender Differentials in the use of ICTs for Development: Glimpses from Rural India.	Geeta Punhani, Savita Aggarwal, Akshima Sharma	International Journal of Movement Education and Social Sciences,	2018	-	-	-
Access of Rural Poor to Health Care: A Case Study of Himachal Pradesh.	Geeta Punhani, Savita Aggarwal, Akshima Sharma	Human Rights International Research	2018	-	-	-
Are Climate Smart Agriculture Technologies Gender Smart? An In-Depth Analysis Using Gender Analysis Frameworks	Geeta Punhani, Savita Aggarwal, Aakansha Upadhyay	Human Rights International Research	2018	-	-	-

Quantifying status of women & men in India at the sub-national	Geeta Punhani, Savita Aggarwal, JagritiKhe	Indian Journal of Human Development	2017	-	-	-
Online Activism on Violence Against Women in India.	Parveen Pannu, Swati Mirani, Malhotra, C	Sustainable Development of Women	2018	-	-	-
Interface of Mobile Technology in Health and Agriculture: Reflections from the Field.	Parveen Pannu, Jyoti Dalal, Neha Yadav	Sustainable Development of Women.	2018	-	-	-
Analysis of Female Foeticide Related News Coverage in Indian Daily Newspapers.	Parveen Pannu, and Manpreet Kaur	Human Rights International Research Journal.	2018	-	-	-
Integration of News Broadcast in Commercial FM Channels: A Radio Revolution	Yuki Azad and Prabhjyot Kaur	Human Rights International research Journal Biannual Referred Journal	2018	-	-	-
Women Empowerment through media education : Transforming spectators to change makers	Yuki Azad and Bableen Kaur	English Studies International Research Journal	2018	-	-	-
Study of social messages on FM Radio Channels.	Yuki Azad and Prabhjyot Kaur	Social Sciences International Research Journal	2018	-	-	-
Convergence of Social Media and Radio	Yuki Azad and Prabhjyot Kaur	Business Science International research Journal	2017	-	-	-

Grassroots Comics for Safety and Security of Women: An exploratory Study of Using Participatory Approaches for Spreading Awareness.	NeetiVaid and Megha Gupta	Human Rights International Research Journal	2018	-	-	-
Climate change and Water insecurities: Impacts on women.	JagritiKher and Savita Aggarwal	International Journal of Movement Education and Social Science.	2018	-	-	-
The gendered impacts of climate change: Case studies from Asia & Africa.	JagritiKher, Smita Chakravarty, RishikaTomar	Human Rights. International Research Journal.	2018	-	-	-
Quantifying status of women & men in India at the sub-national.	JagritiKher, Savita Aggarwal, Geeta Punhani	Indian Journal of Human Development	2017	-	-	-
Analysis of Female Foeticide Related News Coverage in Indian Daily Newspapers	ManpreetKaur and Parveen Pannu	Human Rights International Research Journal	2018	-	-	-
Women Empowerment through media education : Transforming spectators to change makers	Bableen Kaur and Yuki Azad	English Studies International Research Journal	2018	-	-	-
Homosexuality in Onir's Cinema : A representation and analysis of semiotics and reception	Bableen Kaur and Prabhjyot Kaur	English Studies International Research Journal	2018	-	-	-

Drug addiction and juvenile delinquency – an exploratory study of vulnerable youth in Delhi,	Megha Gupta	Human Rights International Research Journal	2018	-	-	-
Grassroots comics for safety and security of women – an exploratory study of using participatory approaches for spreading awareness	Megha Gupta	Human Rights International Research Journal	2018	-	-	-
A comparative study on morphology and dyeing behavior of ahimsa silk and mulberry silk	Divyansha Sharma and Dr. Chanchal	International Journal of Home Science	2018	Google Scholar Indian Science CiteSee	-	-
Biodegradability of Bio-synthetic Fabrics	Divyansha Sharma, Dr. Chanchal, Dr. Amita Walia	International Journal of Home Science	2018	Google Scholar Indian Science CiteSee	-	-
Compliance Issues For Ready-Made Garment Units	Simran Kaur	International Journal of Home Science	2018	Google Scholar Indian Science Cite See	-	-
FAUX leather: An eco-friendly innovation	Simran Kaur and Dr. Amita Walia	International Journal of Advance Research, Ideas and Innovations in Technology	2018	Cosmos SJIF	-	-
FAUX leather exploration: A creative approach	Simran Kaur, Dr. Amita Walia, Deepika Birhman	International Journal of Advance Research, Ideas and Innovations	2018	Cosmos SJIF	-	-

		in Technology				
Significant Rituals of Kashmiri Pandits: A Perspective	Simran Kaur and Dr.AmitaWalia	International Journal of Textile and Fashion Technology	2018	Crossref Scopus Indexed	-	-
Socio-Psychological Factors Affecting Clothing Preferences : A Review	Dr. Jyoti Aggarwal and Garisha	International Journal of Applied Home Science	2018	SJIF InfoBase Index NAAS	-	-
Convergence Model of Skill India Mission-2009-2017: a review	Dr. Jyoti Aggarwal	Journal of Advances and Scholarly researches in allied education	2017	INDEX COPERNICUS	-	-
Analysis of Structural Properties of Thermocool and Polyester Yarns	Divyansha Sharma andDr. Chanchal	International Journal of Recent Research and Applied Studies	2017	Cosmos ROAD	-	-
To Study various health care and safety facilities provided at construction sites to cement porters	Dr. Bhupinder Kaur and Savita	International Journal of Applied and Natural Sciences	2017	-	-	-
Study on the impact of cement dust on the health of cement porters and supervisors involved at construction sites	Dr. Bhupinder Kaur and Savita	International Journal of Applied Home Science	2017	-	-	-
Physiochemical testing of existing work wear of cement porters	Dr. Bhupinder Kaur and Savita	International Journal of Applied Home Science	2017	-	-	-

An Overview: Formation of Woven Fabrics, International Journal of Science, Technology and Management	Dr. Bhupinder Kaur and Dr. Chanchal	International Journal of Science, Technology and Management	2017	-	-	-
Chain Stitch Formation: Stitch Class-100	Dr. Bhupinder Kaur and Dr. Chanchal	International Journal of Science, Technology and Management	2017	-	-	-
Department of Sciences						
A pilot study on prevalence of malnutrition, pain, depression and anxiety in elderly population in Delhi	Bhardwaj Mamta, Singh Priya, Kapila Rachna, Suri Manjula	Journal of Clinical Gerontology & Geriatrics	June 2018	-	Institute of Home Economics	-
An Overview of Dietary Approaches to Prevent the Development of Diabetic Retinopathy	Suri Manjula, Bhardwaj Mamta, Pathak Ashok, Kapur Punam	Indian Journal of Nutrition and Dietetics	2018	-	Institute of Home Economics	-
An overview understanding the popular fitness trend.	Suri Manjula, Sharma Rekha, Saini Namita	Indian Journal of Physical Education, Sports and Applied Science	October, 2017	-	-	-
A pilot study on prevalence of malnutrition, pain, depression and anxiety in elderly population in Delhi.	Bhardwaj Mamta, Singh Priya, Kapila Rachna, Suri Manjula	Journal of Clinical Gerontology & Geriatrics	June, 2018	-	-	-

Neuro-Physiological Correlation between Yoga, Pain and Endorphins	Suri Manjula, Sharma Rekha, Saini Namita	International journal of Adapted physical education and Yoga	August, 2017	-	-	-
Department of Physical Education						
Neuro-Physiological Correlation Between Yoga, Pain and endorphins.	Dr.Namita Saini, Dr.Manjula Suri, Ms Shipra Gupta	International Journal of Adapted Physical Education and Yoga.	2017	-	-	-
Physiological Responses Of Zumba: An Overview Understanding The Popular Fitness Trend	Dr. Namita Saini Dr Manjula Suri Dr Rekha Sharma	Indian Journal Of Physical Education, Sports and Applied Science.	2017	-	-	-
Effect of Physical Education and Physical Activity on Anthropometric Measurements and Flexibility Among College going Girls.	Dr. Namita saini, Dr. Manjula Suri, Dr. Rekha Sharma	European Journal Of Physical Education And Sport Science	2018	-	-	-
3.3.6 h-index of the Institutional Publications during the year. (based on Scopus/ Web of science).						
Title of the paper	Name of the author	Title of the journal	Year of publication	h-index	Number of citations excluding self citations	Institutional affiliation as mentioned in the publication
NA						
3.3.7 Faculty participation in Seminars/Conferences and Symposia during the year :						
No. of Faculty	International level	National level	State level	Local level		
Attended Seminars/ Workshops	8	49	16	19		
Presented papers	19	23	1			
Resource Persons	14	10	26	2		
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 co-ordinated such activities	Number of students participated in such activities
Swachhta Pakhwara	NSS	10	40
Unity week	NSS	8	40
Visaka campaign	NSS	3	10
Matdatta Mahotsav	NSS	4	10
Ecology and Environment related activities	NSS	6	40

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	No. of Students benefited
NA			

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 coordinated such activities	Number of students participated in such activities
	Institute of Home Economics. Break through Mission Vriksha Unnati Shiksha Kendra, Ramagya Foundation SPYM	Internship by graduate students of communication	4-6	Approx. 50 students
Swachh Bharat Abhiyaan	Eco-Club (Sanctioned by Department of Environment, Government on Delhi)	Cleanliness Drive, Plantation Drive and Safe Holi Campaign conducted by resource management students	4	Approx. 30 to 40 Students
	NGO- Anugraha	Participation by students pursuing postgraduate diploma in Health and Social Gerontology in Elderly Day celebrations	2-3	9
	Helpage India	Visit by gerontology students to understand the	2	9

		setup of an old age home and volunteering to work in various activities and programs organised for elders.		
	National Institute of Social Defence, Ministry of Social Justice & Empowerment, Government of India	Visits by post graduate students of gerontology and participation in various competitions	1-2	9
Digital literacy for urban poor women	Department of Development Communication and Extension funded by Ministry of Women and child Development, GOI, conducted in collaboration with Gender Resource Centres in Delhi	Training on digital literacy for urban poor women	11	90 students- B.Sc. Home Science Pass semester V

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
Internship at AARAMBH play school and day care at IHE	IGNOU students	Nil	4-6 months
Internship at AARAMBH play school and day care at IHE	Ambedkar university students	Nil	4-6 months
Internship at AARAMBH play school and day care at IHE	Graduate students from AADI, NAB, BRA, Amar Jyoti, Akshay Pratishthan, Arth Aastha and Autism organization	Nil	3 days

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-To)	Participant
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Department of Home Science

	Practical classes in Nutrition and Health education	School of Open Learning	Continuing for the past twenty five years	SOL students. Classes taken by faculty of Food and Nutrition Department
	Internships for MSc students	PEPSI-CO, PHFI, RIMS, BIS, NFI, NIPCCD, PRAYAS	June 2017- July 2017	M.Sc students

	Internships for Dietetics (PGDDPHN) students	Hospitals of Delhi - St. Stephens, BL Kapoor, Apollo, Max Healthcare, Gangaram, Holy Family, Asian hospital, RML, LNJP hospital, Fortis hospital	Aug 2017- Nov 2017	DDPHN students
	MSc Dietetics Food Service Management (DFSM) -Practical and theory classes in various subjects of Food and Nutrition	IGNOU	2005- still Continuing	IGNOU students
	Certificate course in Food and Nutrition	IGNOU	2005- still Continuing	IGNOU students
	Diploma in Nutrition and Health Education	IGNOU	2005- still Continuing	IGNOU students

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 and Activities	Number of students/teachers participated under MoUs
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Department of Microbiology

National Institute of Immunology	April 2015 (For Three years)	Interaction of students & faculty with Scientists	90- 100 students of B.Sc. (Hons) Microbiology (One IHE faculty as Nodal Officer)
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Department of Home Science

Pearl Academy	23 rd October 2017	Academic collaboration for conducting workshop, monetary sponsorship	8 faculty members and approximately 70 students
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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
-	-

4.1.2 Details of augmentation in infrastructure facilities during the year.

Facilities	Existing	Newly added
Campus area	8376.993sqmts.(2.07) acres	
Class rooms	32	-
Laboratories	34	-
Seminar Halls	1	-
Classrooms with LCD facilities	-	-
Classrooms with Wi-Fi/ LAN	32	-
Seminar halls with ICT facilities	1	-
Video Centre	-	-
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	3 Computers 3 computers tables and chairs	
Value of the equipment purchased during the year (Rs. in Lakhs)		1,66,734/-

Others	Software Update <ul style="list-style-type: none"> • Steinberg UR22 MK II • Nuendo 8 Retail • Sound Forge Pro (with 18% GST) Total cost of software 3,45,386/-	
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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 (COHA)	Fully	-	September 2017

4.2.1 Library Services:

	Existing		Newly added (During 17-18)	Total		
	No.	Value	No.	Value	No.	Value
Text Books	25174	-	222	Rs. 4,14,407	25396	-
Reference Books	-	-	-	-	-	-
e-Books	-	-	-	-	-	-
Journals	23	55445	-	-	23	-
e-Journals	E-resources are subscribed by University of Delhi	-	-	-	-	-
Digital Database	-	-	-	-	-	-
CD & Video	-	-	-	-	-	-
Library automation	-	-	-	-	-	-
Weeding (Hard & Soft)	600 Books weeded out	-	-	-	-	-
Others (specify)	-	-	-	-	-	-

4.3 IT Infrastructure

4.3.1 Technology Upgradation (overall).

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Available bandwidth (MG BPS)	Others
Existing	154	3	Yes	-	3	Different modules of ILS	Administration Computer centres	100 MBPS	73 – for Students 81 – Office, Teaching Staff etc.
Added	-	-	-	-	-	-	-	-	-
Total	154	3	-	-	3	-	-	-	

4.3.2 Bandwidth available of internet connection in the Institution (Leased line)	
100 (DU) MBPS	
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
<ul style="list-style-type: none"> E-content script developed for hearing impaired community for NIOS <ol style="list-style-type: none"> 1. Mobile Learning Digital Module: Digital module for learning how to use basic mobile phone as well as some most important applications like google, Youtube, Himmat app etc. 2. Climate Smart Agriculture Module: This set of flash cards creates awareness about various strategies of climate smart agriculture. 3. Climate Smart Agriculture Posters This set of posters creates awareness about various strategies of climate smart agriculture. 4. Causes and Impacts of Climate Change Module: This set of flash cards creates awareness about various causes and impacts of climate change. 5. Adaptation and Mitigation Strategies of Climate Change Module: This set of flash cards creates awareness about various adaptation and mitigation strategies of climate change. 6. Water Purification Module: This set of flash cards creates awareness about simple ways to purify water at the household level. 7. Climate Change Posters: This set of posters creates awareness about climate change. 8. Description a presentation exploring psycho social exploration of beggary and emphasizing ways to culminate poverty. 9. A presentation drawing critical analysis in the light of Indian Legal Scenario , is marriage law against dignity of muslim women? 10. A presentation exploring the position of women in the religious context of Indian culture. 11. A presentation depicting the facts relating to crime against women and highlighting ways to curb crime. 	<p>NIOS- https://youtu.be/VaewS3Mot7Y https://youtu.be/XKP9WXqMJRU (RM)</p> <ol style="list-style-type: none"> 1. https://www.slideshare.net/ihedce/mobile-learning-digital-module 2. https://www.slideshare.net/ihedce/climate-smart-agriculture-124753932 3. https://www.slideshare.net/ihedce/climate-smart-agriculture-posters 4. https://www.slideshare.net/ihedce/causes-and-impacts-of-climate-change 5. https://www.slideshare.net/ihedce/adaptation-and-mitigation-strategies-to-climate-change 6. https://www.slideshare.net/ihedce/water-purification-124758573 7. https://www.slideshare.net/ihedce/posters-on-climate-change 8. https://www.slideshare.net/ihedce/beggary-in-delhi 9. https://www.slideshare.net/ihedce/halala-nikah 10. https://www.slideshare.net/ihedce/women-worship-and-warship 11. https://www.slideshare.net/ihedce/ppt-made-on-gender-related-issue-women-in-crime-125311902

4.3.4 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
Ms. Pratima Singh and Dr. Meghna	E-content script developed for hearing impaired community	SWAYAM (NIOS)	2017-2018
Dr Yuki Azad	Radio Program Production for Broadcast and Internet’ (production work under process)	Content for PG MOOC UGC Vyas, Multiple platforms like CEC website, educational portals etc.	March 2019 (The registration portal will open)
Ms. Bableen Kaur	Digital Media Marketing, Production and Distribution’ (production work under process)	Content for PG MOOC UGC Vyas, Multiple platforms like CEC website, educational portals etc.	March 2019
Chandra Tiwari	ICT Curriculum for teacher educators	CIET, NCERT	February, 2018
Shipra Gupta	Food Nutrition for Healthy Living Module 1: Food, Nutrition, Health and Hygiene-Interrelationship Module 2: Assessment of Nutritional Status-I Module 3: Assessment of Nutritional Status-II	SWAYAM	01/06/2018
Bani Tamber Aeri	Food Nutrition for Healthy living	SWAYAM	01/06/2018

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
*40 lakhs	Rs 3913581/-		Rs.8986880/-

*Rupees 40 lakhs received from UGC for academic and physical facilities maintenance.

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)

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. In its constant

endeavour for better technological solutions, the college has been regularly opting for improved educational management solutions. Presently, the college is using Imagination Learning 2.0, a web-based educational management solution in order to achieve end-to-end process management of administrative, financial as well as academic affairs. Through the software, the following functions of the college have been computerized like Student data management, Student's report generation, Attendance and its linkage to college website, Generating internal assessment and its linkage to website, Program/course wise-set up for students, Library management, Time Table, Learning Management Systems, Exam fee and other fee collections, Employee data management, Payroll generation, Tax computation, Maintenance of service book, Leave records and application, GPF and NPS records.

The Institute has three computer labs equipped with 120 computers with the latest software and internet connectivity. It has a computerized library services with fully automated and integrated academic and administrative operations with intranet and internet facilities. 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 also has a state of the art 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 equipments 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 initiated for the holistic child development and education by creating meaningful and positive childhood experiences and a stimulating environment for children. Besides this, the school offers different services like preschool centre, day care, after school care, guidance and counselling and workshops for parents.

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	69	2,28,900
Financial support from other sources			
a) National	Delhi Govt (edistrict)	10	45,000
	AICTE J&K Students	1	1,00,000
	Post Matric Scholarship (Central Government)	18	1,00,000
	Textile Association (India)-Delhi	3	24,000
	World Brotherhood Organisation	14	2,77,430
b) International	-	-	-

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
Yoga and Meditation		July to Nov 2017	100		Department of Physical Education, Institute of Home Economics, University of Delhi
Personal Counselling and Mentoring		July 2018	50		Department of Human Development and Childhood Studies, Institute of Home Economics, University of Delhi
Soft-skill development session for honing entrepreneurial skills		3rd August 2017	B.Sc. (Pass) Home Science, V semester students studying Entrepreneurship Development		COWE: Confederation of Women Entrepreneurs, Ms. Tripti Shinghal Somani, Managing Director and CEO)
Interactive Session on “Effective Training Methodologies”		16 th March 2017	20		Dr. Roshan Suhail, Founder and Lead Trainer, Speak India
Workshop on liberating structures		9 th January 2018	40		Prof. Arvind Singhal
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 by Guidance for Competitive examination	Number of benefited students by Career Counselling activities	Number of students who have passed in the competitive exam	Number of students placed
2017-2018	Department for the college conduct career counselling individually with the students pursuing their specialisation	-	-	124	42
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	No. of grievances redressed		Average number of days for grievance redressal		
1	1		7		

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
Pathways Peepul	45 45	0 1	Heritage School, Aurobindo Society, BNPS, Happy English School, Excelsior American School, St. Thomas, SDMC, Primary School, Sec- 9, R.K.Puram, Ryan International, Midfields School, St. Charles school, MVN Modern, Vidya Niketan, Satyug Darshan Vidyalya, Green Field Public School, Gyan Bharti School, Balwantri Mehta Vidya Bhawan	16	16
			Tamana NGO, Indian Cancer Society, Delhi Branch, The George Institute of Global Health, Delhi, Shikha Sharma's Nutri health, Centre for Dietary Counselling Ishi Khosla Health Total-Anjali Mukherjee, Max Hospital, Fortis Aashlok hospital, Talwalkers, Society for applied studies, My22BMI, MFS Project at Institute of Home Economics, University of Delhi , Nutrikalp	18	18
			Shahi Exporters, BCH, Jamia Milia University, Madan Trading Com, Neerus ensembles		7
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
2017-20-18	21	Bachelor of Elementary Eductaion (B. El.Ed)	Elementary Education	Ambedkar University, New Delhi, CIE, University of Delhi, Aziim Premji University,	M.A. Education, M.Ed., M.A. Psychology, M.A. Social work, M.A. Education and Planning, M.A. Developmental Studies, M.Sc. Applied

				Bangalore , Gandhi Indira Karnatka University, Open National Jamia, DSWDU,) IGNOU Delhi, New Islamia Millia University Jambheshwar guru Technogogy & Science of Hissar), GJUST)	Psychology, M.A. Sociology
2017-2018	22	B.Sc. (Hons) Biochemistry	Biochemistry	AIIMS, New Delhi, Jamia Milia Islamia, New Delhi, Jawaharlal Nehru University, New Delhi, Department of Biotechnology, Guru Jambheshwar University of Science and Technology, Hisar, Maharishi Dayanand University, IIHMR University, Jaipur, Central University of Rajasthan, Vrije University Brussels, Jamia Hamdard, Banaras Hindu University	M.Sc. Biochemistry, Masters of Biotechnology, Masters in Computational and Integrative Sciences, Masters in Food Technolog, Masters in Biomedical Sciences, MBA in Hospital and Health Management, Masters in Molecular Biology, Food And Nutrition Biology
2017-2018	16	B.Sc. (Hons) Microbiology	Microbiology	Jawaharlal Nehru University (JNU), New Delhi, Chaudhry Charan Singh University, Uttar Pradesh, National Centre for Biological Sciences (NCBS), Bangalore, Karnataka, Indian Institutes of Science Education and Research (IISER), Indian Institute of Technology, Central University, Haryana, University of Delhi, Jamia Hamdard, New Delhi, Vellore Institute of	Post graduation in Microbiology, Biotechnology, Clinical research, Applied Microbiology, Medical Microbiology

				Technology (VIT), Tamil Nadu India, Banaras Hindu University (BHU), Guru Jambheshwar University of Science and Technology (GJUST), Hissar	
2017-2018	25	B.Sc. (Hons.) Home Science and B.Sc. (Pass) Home Science	Food and Nutrition (Home Science)	Institute of Home Economics, University of Delhi, New Delhi, Lady Irwin College, University of Delhi, New Delhi, Amity University, New Delhi, Manav Rachna University, New Delhi, Chandigarh University Punjab University-patiala	M.Sc. Food and Nutrition (Home Science), M.Sc. Nutrition and Dietetics MRIIRS
2017-2018	09	B. Sc. Home Home Science (Resource Management and Design Application)	Resource Management and Design Application (Home Science)	Lady Irwin College, University of Delhi, New Delhi, Christ University, Delhi NCR	M.Sc Resource Management and Design Application (Home Science), B.ED, M.Sc - Food and nutrition (Home Science), Master in Management Studies
2017-2018	10	B.Sc. Home Science (Honours)	Development Communication and Extension (Home Science)	Lady Irwin College, University of Delhi, Narsee Manjee Institute of Management Studies, Manav Rachna International University, Lady Irwin college, Asian School of Media Studies, Noida, Institute of Chartered Financial Analyst, IGNOU	M.Sc. Development Communication and Extension (Home Science), PG Diploma in Business Management, M.Sc. Nutrition and Dietetics, B.Ed, M.A in Journalism and Mass Communication, Master of Business Administration, M.A in Dietetics and Food Services
2017-2018	9	B.Sc. Home Science (Honours)	Human Development and Childhood Studies	Lady Irwin College, University of Delhi, New Delhi	M.Sc. Human Development and Childhood Studies (Home Science)
	3	B.Sc. Home Science (Pass)	Home Science	Punjab University, Patiala, Manav Rachna University,	M.Sc. Food and Nutrition (Home Science), Post Graduate

				Jamia Milia Islamia University, New Delhi	Diploma in Advertising and Public Relations, M.A. Development Extension
2017-2018	09	B.Sc Home Science (Hons)		Institute of Home Economics, University of Delhi, New Delhi, Lady Irwin University of Delhi, New Delhi College, Mount Carmel College, Bangalore	M.Sc Fabric and Apparel Science (Home Science), B.Ed, Course in Childhood Studies

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	No. of Students selected/ qualifying	Registration number/roll number for the exam
NET	9	1503861 15053235 15050749 15051073 15052833 15046480 15045968 15051361 15046540
SET	No Data Available	
SLET	No Data Available	
GATE	No Data Available	
GMAT	No Data Available	
CAT	No Data Available	
GRE	No Data Available	
TOFEL	No Data Available	
Civil Services	No Data Available	
State Government Services	No Data Available	
Any Other		

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

Activity	Level	Participants
Basket Ball Tournament	Invitational Inter-College	Delhi University Colleges
Yoga Championship	Invitational Inter-College	Delhi University Colleges
Indian Music (Solo) Competition	Inter-College	All the colleges in Delhi and NCR
Indian Music (Group) Competition	Inter-College	All the colleges in Delhi and NCR
Western Music (Solo) Competition	Inter-College	All the colleges in Delhi and NCR
Western Music (Group) Competition	Inter-College	All the colleges in Delhi and NCR
Battle of the Bands	Inter-College	All the colleges in Delhi and NCR

Flames- Fashion Event	Inter-College	All the colleges in Delhi and NCR
Street Play Competition	Inter-College	All the colleges in Delhi and NCR
Debate Competition	Inter-College	All the colleges in Delhi and NCR
Online Creative writing	Inter-College	All the colleges in Delhi and NCR
Slam Poetry Competition	Inter-College	All the colleges in Delhi and NCR
Face Painting Competition	Inter-College	All the colleges in Delhi and NCR
Photography Competition	Inter-College	All the colleges in Delhi and NCR
Western Dance (Solo) Competition	Inter-College	All the colleges in Delhi and NCR
Western Dance (Group) Competition	Inter-College	All the colleges in Delhi and NCR
Poster Competition	Inter-College Competition	All the colleges in Delhi and NCR
Rangoli Competition	Inter-College Competition	All the colleges in Delhi and NCR
Just a Minute	Inter-College Competition	
Poster competition	Intra-college	Undergraduate Students of Institute of Home Economics
Intercollege cuisine competition	Inter-college	Graduate and Post Graduate students of various colleges and universities
Intracollege quiz competition	Intra-college	Undergraduate Students of Institute of Home Economics
Sports Debate	Inter-College	Delhi University Colleges
Basket Ball	Intra-College	Students of Institute of Home Economics
Table Tennis	Intra-College	Students of Institute of Home Economics
Badminton	Intra-College	Students of Institute of Home Economics

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	Sports	Cultural	Student ID number	Name of the student
2018	Participation	International	Kurash	Not applicable	2016HSH111	Garima Tokas
2017	Gold Medal	National	Judo	Not applicable	2016HSH111	Garima Tokas
2017	Gold Medal	National	Yoga	Not applicable	2016HSH062 2016HSH075 2017HSH102 2017HSH039 2017HSH114 2017HSH135	1.Priya Sinha 2.Tanya 3.Shruti 4.Shushma 5.Rubey 6.Radhika
2017	Gold Medal	Federation Cup	Yoga	Not applicable	2016HSH062 2016HSH075 2017HSH102 2017HSH039	1.Priya Sinha 2.Tanya 3.Shruti

					2017HSH114 2017HSH135	4.Shushma 5.Rubey 6.Radhika
2017	Bronze Medal	National	Boxing	Not applicable	2017FTH046	Mona Huda
2017	Participation	All India Inter University	Taekwondo	Not applicable	2016BCH001	Anjali Gaur
2018	Participation	International	Kurash	Not applicable	2016HSH111	Garima Tokas
2017	Gold Medal	National	Judo	Not applicable	2016HSH111	Garima Tokas
2017	Gold Medal	National	Yoga	Not applicable	2016HSH062 2016HSH075 2017HSH102 2017HSH039 2017HSH114 2017HSH135	1.Priya Sinha 2.Tanya 3.Shruti 4.Shushma 5.Rubey 6.Radhika
2017	Gold Medal	Federation Cup	Yoga	Not applicable	2016HSH062 2016HSH075 2017HSH102 2017HSH039 2017HSH114 2017HSH135	1.Priya Sinha 2.Tanya 3.Shruti 4.Shushma 5.Rubey 6.Radhika
2017	Bronze Medal	National	Boxing	Not applicable	2017FTH046	Mona Huda
2017	Participation	All India Inter University	Taekwondo	Not applicable	2016BCH001	Anjali Gaur
2018	Participation	International	Kurash	Not applicable	2016HSH111	Garima Tokas
2017	Gold Medal	National	Judo	Not applicable	2016HSH111	Garima Tokas
2017	Gold Medal	National	Yoga	Not applicable	2016HSH062 2016HSH075 2017HSH102 2017HSH039 2017HSH114 2017HSH135	1.Priya Sinha 2.Tanya 3.Shruti 4.Shushma 5.Rubey 6.Radhika

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

All the students on the rolls of the Institute are members of the Student's Society. To inculcate the leadership qualities for the overall personality development of the college students, the Institute has instituted the Student Council. The student council of the college is formed every year by elections. The council consists of 25-30 members and includes Presidents and Secretaries of various societies such as 'Poise' - The Fashion 'Navrang' - The Dramatics Society and 'Muzahira' - The Debating Society to name a few. The societies actively participate in various national and inter-college competitions and have won several awards/prizes for the same. The student council at IHE organizes a two-day Cultural Fest, 'Feria'

every year. It is also involved in various committees of the college such as NSS, Cultural committee and Magazine committee, etc..

The college also has a sports student union which is nominated by the sports committee. It consists of 20-25 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 of the college. There are four houses and 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 such as Inter house Matches, Debate and sports Quiz to name some, are conducted throughout the year.. The sports student union plays a vital role in conducting these events. The students participate in the inter-college tournaments of University of Delhi as well as in the state and national tournaments and also in the invitational tournaments of the other colleges. Regular Sports practice sessions are conducted for team building with the help of sports student union throughout the year. An exciting and fun filled Annual sports Fest “ENTHUSIA” is also organized.

Students are actively involved in academic and administrative committees such as Internal Complaints Committee. Three students’ representatives are made part of this committee every year to maintain transparency. Another important committee wherein representation of students has been made compulsory is FreeShip (Scholarship Committee). The President of the Student Council is a compulsory member of the committee every year to ensure transparency to the process of allotment of scholarships to the students. Students are an integral part of the Magazine committee. The college magazine ‘Surabhi’ is designed and developed by the team of students appointed in this committee. The content is also generated and edited by the students. In short, the entire process of development of the college magazine is conducted by students with guidance and supervision from faculty members. The students are a crucial part of the Placement committee of the college. Placement coordinators are appointed every year to make the process of placement transparent and effective. Internal Quality Assurance Committee (IQAC) has a student representative who attends all the meetings and is actively involved in all the work of the committee. The role of the student representative is to guide the committee about the feedback of the students.

5.3 Alumni Engagement

5.3.1 Whether the institution has registered Alumni Association? Yes/No, if yes give details. (maximum 500 words):

No, The Institute does not have a registered alumni association

5.3.2 No. of ~~registered~~ enrolled Alumni:

-

5.3.3 Alumni contribution during the year (in Rupees) :

-

5.3.4 Meetings/activities organized by Alumni Association:

Different departments at the Institute have their individual Alumni interaction activities: IHE FN Alumni Association (IFNAA) organized an alumni meet in September, 2017. An interactive talk was given by Dr Deepti Gulati (GAIN) and a fitness workshop was also organized by Ms Avni Kaul (Alumni), Fitness and Nutrition Expert of Fitness First Gym. There was a round of fun and games to revive old college memories which was enjoyed by the alumni.

An alumni meet was organized by Department of Resource Management and Design Application. Students interaction with RMDA alumni during ‘ROSA (*Resource Management and Design Application Old Students Association*) Meet, held in October 2017. An annual alumni meet is organized by the department of RMDA every year. The department has also started a program ‘Meet the Star’ in which an alumni meets the outgoing batch of students and talks about her journey. In addition to the above a panel

discussion on 'Scope of RMDA' was also organized during this year wherein department alumni interacted with students. Also, an alumni of the department was invited as a speaker during the celebration of 'Oracle' the academic day.

An Alumni meet in was organized by the Department of Microbiology for the students of the department in January 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:

IHE has a strong tradition of having decentralized feedback mechanisms for a more participative and democratic environment for the students. The student council is a strong and vibrant body that brings forth concerns and ideas of students in important platforms. The transparent selection, constitution and responsibilities of students' union ensures equal participation of the students in the working of the institution and also creates a legitimate space for alternate decision-making bodies leading to healthy discussions and more inclusive atmosphere for the students and teachers both. Last year, their participation was further taken care of through a more systematic, rigorous elections. A well thought out criteria was set up for student contestants, with a decent academic and attendance record playing an important role. Elections were presided by a committee that had teaching and non-teaching staff both, under the supervision of the college principal. 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 festivals. All the stakeholders like industry, teaching, non-teaching staff and the students put in concerted efforts to bring these festivals to a certain fruition.

II) Transparent Purchase Mechanism:

The purchase through GeM and CPP got institutionalized last year through the concerted efforts of teaching and non-teaching staff under the guidance and participation of our college Principal. 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.

To further streamline the institutional purchase mechanism, the teaching and the non-teaching staff engaged in various meetings and participated in two training workshops: one on purchase through GeM and another on E bidding through CPP portal. Through GeM, a new vendor was selected for the college canteen and hygiene standards were specified and monitored regularly.

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

Yes/No/Partial:

Yes, the institute has a management information system operated through ILS (Imagination Learning Systems).

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):
<p>❖ Curriculum Development</p> <p>The PG curriculum of the Food and Nutrition department was revised based on UG CBCS curriculum. This was done to ensure that the curriculum is up-to-date with the best practices in the field and recent research developments so that the students are better able to meet the demands of the industry. The RMDA department designed and submitted syllabus for post-graduation course in Interior Design. The review of the Bachelor of Elementary Education curriculum is underway. Revision of Courses at undergraduate and post-graduate level are done by the Course committee. New practicals and topics are also added to keep them up-to-date.</p>
<p>❖ Teaching and Learning</p> <p>Academic calendar and teaching plans are made in the beginning of the semester. Faculty discusses theory papers, practicals, field projects as well as accompanying extension and outreach activities before the new academic session begins. nawst a sap a nah t naa nhw aa nats faa a aa paawaa nah</p> <p>The tools of teaching-learning such as power point presentation, audio-visuals, projectors, screens are constantly updated and used by teachers 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.</p>
<p>❖ Examination and Evaluation</p> <p>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 att naea pa e ne t at n at n , S 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.</p>
<p>❖ Research and Development</p> <p>FIST grant (Funds for improvement in Science and Technology infrastructure) for the Department of Science and Technology, Government of India was awarded.</p> <p>‘Star College Scheme’ by the Department of Biotechnology, Government of India for recognition and support in Science Teaching was awarded.</p> <p>MOU was signed between Department of Microbiology with National Institute of Immunology for research collaboration.</p> <p>Received 9 research projects, from reputed national and international research organizations and agencies like DBT, ICMR, DST, ICSSR, UNFCCC, Ministry of Women and Child Development, The India Nutrition Initiative, National Dairy Development Board and so on.</p> <p>In total 130 research publications are published by faculty members at the national and international level journals. With this, 15 workshops/seminar were conducted by the teaching staff.</p>

❖ **Library, ICT and Physical Infrastructure / Instrumentation**

In the total corpus of 25,396 books and 23 journals in our library, 222 more books were added in the last year. Library is fully automated with ILMS at place. It is linked to all the e-journals, which are subscribed by University of Delhi. Departments are also maintaining their individual departmental library for easy access of study material to students.

Proposal for purchase of instruments under the infrastructural grant of FIST and Star College Scheme was placed.

College developed a technologically sound state of the art audio studio, with facilities of recording and editing of radio programmes, video films and documentaries.

❖ **Human Resource Management**

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.

The staff participated in workshops and training programmes on GeM purchase, sexual harassment and skill training workshop.

The College also organized workshops and training programmes for staff on academic administration and on quality administration criteria for college amenities.

The canteen vendor of college participated in a workshop on upgradation and maintaining hygienic standards.

❖ **Industry Interaction / Collaboration**

MOU was signed between Department of Home Science with Pearl Academy for academic collaboration.

The departments have collaborated with various organizations like IIT Delhi, Development Alternatives, Safe express, TERI, TARA, COWE, NCH, Jaipuria Institute of Management etc. to organize interactive sections, academic week and lectures.

Some of the institutes and organization with which students do their internship and dissertation are Dept. of zoology (DU), Rajiv Gandhi Cancer Institute, Dabur Research Foundation, PEPSI-CO, PHFI, RIMS, BIS, NFI, NIPCCD, PRAYA etc. Teaching internships are carried out at MCD, NDMC, Delhi Government (DDE) Privet and Public Schools.

❖ **Admission of Students (admitted in 2017-18)**

Under Graduate- 545

Post Graduate - 63

Diploma-33

Ph.D - 6

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

❖ **Planning and Development**

Our college is among the first few colleges of the University to completely automate the academic, administrative and accounts functionaries. The entire 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 minutes and has facilities for generating minutes. All the vacancies, tender notices, new notices and events are posted on the college website for easy accessibility. Program and course details can also 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. The software maintains leave records, service books and other administrative and accounts related details. Leave and other applications can be applied through the software. With this, grievances and complaints can also be made online. Official email ids have been allotted to all the permanent faculty members for official purposes. The college Principal can communicate 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) (http://www.ihe-du.com/index.php?option=com_content&view=article&id=131&Itemid=117) and e-magazine Surabhi (http://www.ihe-du.com/images/notification/pros2018_19.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.

❖ 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. Their 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
2017-18	Dr. Sunita Aggarwal	National Conference on Biological Engineering in 21st century, BESCON 2017, at Netaji Subhash Institute of Technology, Dwarka, Delhi, India on 8-9 September, 2017.	-	Rs. 3000/
2017-18	Dr. Ashima Vohra	National Conference on Biological Engineering in 21st century, BESCON 2017, at Netaji Subhash Institute of Technology, Dwarka, Delhi, India on 8-9 September, 2017.	-	Rs. 3000/

2017-18	Dr. Jyoti Dalal	8 th International CESI (Comparative Education Society for India), held at University of Jammu, Jammu, on 16 th – 18 th Nov. 2017	CESI	Rs. 4000/
2017-18	Dr. Ruchira Das	8 th International CESI (Comparative Education Society for India), held at University of Jammu, Jammu, on 16 th – 18 th Nov. 2017	CESI	Rs. 4000/

6.3.2 Number of professional development / administrative training programmes organized by the Colleges 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 staff	Dates (from-to)	No. of participants (Teaching staff)	No. of participants (Non-teaching staff)
2017-18	Training Programme on Academic Administration	Training Programme on Academic Administration	11 th October 2017	40	10
2017-18	Workshop for formulating Quality Evaluation Criteria for various college amenities		18 th August 2017	8	-

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	Date and Duration
Online course in Bioinformatics-algorithms and applications from NPTEL-IIT madras	1	Jan - Apr. 2018

6.3.4 Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Fulltime	Permanent	Fulltime
Nil		13	

Note: A permanent Director was appointed in the college.

6.3.5 Welfare schemes for

Teaching	NA
Non teaching	NA
Students	Student freeship for needy students. 69 students have availed freeship last year.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly. (within 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/ Grants received in Rs.	Purpose
Nil		

6.4.2 Total corpus fund generated (during 1/07/17 to 30/06/18): Rs. 21,81,383/-.

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		No	
Administrative	No		No	

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

Nil

6.5.3 Development programmes for support staff (at least three)

Training Programme on Academic Administration was organized by the internal IQAC team.

Yoga and meditation workshops for enhancing mental health was organized.

Staff participated in training workshop for purchase through GeM and for bidding through CPP portal; on Sexual Harassment of Women at Workplace and on skill training.

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

- * Institutional purchase mechanism streamlined
 - * Quality guidelines for college amenities implemented
 - * Audio studio upgradation
 - * Enhancing mental health through yoga and meditation
 - * E content development for community outreach

6.5.5

a. Submission of Data for AISHE portal : Yes

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 activity	Duration	Number of participants
2017-18	Training Programme on Academic Administration	11 th October 2017	One day	50
2017-18	Workshop for formulating Quality Evaluation Criteria for various college amenities	18 th August 2017	One day	8
2017-18	Yoga and meditation workshops for enhancing mental health	July to November 2017	Six months	100

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES			
7.1 - Institutional Values and Social Responsibilities (Please give few suggestions)			
7.1.1 Gender Equity (Number of gender equity promotion programmes organized by the institution during the year) - nine			
Title of the programme	Period (from-to)	Participants	
		Female	Male
1. Gender and sexuality workshop (TARSHI)	13/11/2017	44 ssah	
2. Reproductive and Sexual Health Issues (TARSHI)	15/11/2017	44 ssah	
3. Workshop on Sexual Harassment of Women at Workplace organised by Internal Complaints Committee, JNU	May 1-2, 2018	1 a enaa, aha hah teaching ff hs 4 ssah	1 hah- a ennhw ff
4. r an aene hs fannhn n: Gahsaa eah ase (eahsse as e n hznt)	12-01-2017, 16-01-2018	55 ssah	
5. ehsaa hsnhw atf hs ats tn e	09-04-2018-10-04-2018	55 ssah	
6. Making students' films in a workshop mode with assistance from NGO (Breakthrough) on Gender related issues	18-12-2017-05-01-2018	8 ssah	
7. Training program on 'Digital literacy skills for women' as part of Project funded by Ministry of Women and Child Development, GOI.	November 2017-July 2018	100 women from JJ ets aa	
8. Capacity building of female farmers in climate-smart agriculture' as part of research project funded by UGC	June 2017-July 2018	100 Sanah faan s anhnhw tntt wa nh Haryana	
9. Workshop on film making on gender sensitive issues (Equality, rights of women, choice of career, gender bias, breaking gender stereotypes etc.)	10-10-17	28 student	
Internal Complaints Committee under 'Sexual harassment at work place (Prevention, Prohibition and redressal) Act, 2013'			
<p>The college has a duly constituted Internal Complaints Committee under the UGC regulations, 2015. The constitution of the committee is as follows: Sa a enaa aapaa ah nta , Sa hah- a ennhw aapaa ah nta naaa ssah hs aha at aah t nan aae</p>			
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.			
<ul style="list-style-type: none"> AS aaha as etnn a en hwa S wahaa as e n aan t developed faa Sanah af taS socioeconomic waasp, S aa psanfne nah nassta S eaa as a wahaa a S aaha aaw asnhw eah aat nah hs nnpta S e a psanfne water at nas anats tatate College encouraged the students to be volunteers in NSS Cleaning drive and related activities. Students across all years actively participated as NSS Volunteers in different components of Swachh Bharat Abhiyan Programme. 			

• Inculcation of environment protection and conservation habits in students through various Environmental education trips to areas which are rich in biodiversity and ecosystem.						
7.1.3 Differently abled (Divyangjan) friendliness.						
Items Facilities	Yes/No	No. of Beneficiaries				
Physical facilities	Yes	6				
Provision for lift	Yes	6				
Ramp/ Rails	Yes	-				
Braille Software/facilities	NA	-				
Rest Rooms	Yes	-				
Scribes for examination	NA	-				
Special skill development for differently abled students	Yes	B..El.Ed students.				
Any other similar facility	Ya	48				
There were two workshops organized for facilitating pre-service student teachers to promote inclusive Education:						
1. Universal design for learning, resource person was Ms. Kursten dubbels, UDL expert, Minnesota department of education, USA						
2. Workshop on Positive behaviour and intervention support systems, by Ms. Joy Fredrickson, student service coordinator, osseo public schools, USA						
7.1.4 Inclusion and Situatedness.						
Enlist most important initiatives taken to address locational advantages and disadvantages during the year.						
Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date and duration of the initiative	Name of the initiative	Issues addressed	Number of participating students and staff
2017-2018			24/01/2018	Slum Visit aaw hnzase Nww	socioeconomic problems and negnha issues	55 (52 students and 3 faculty members)
2017-2018			Jste 2017-July 2018	raatnsa coun attnhw aatnea a p aah nh na tnenhn e hs	r aahnhw n sa , M h wa nah af paen t	Tnaaa fest e nan aa

				anptaeaa ' f nntna	haas enntsaah	
				raatnsnhw sppaa ah nah t na t n hs eash attnhw a aa nsah af patnea eatahe (nh na vicinity af na eattawa)	Mah t na t n af patnea personnat hs nana f nntna	TSa feste nan aa
				raatnsa asse nah t hs wahaa t antt sppaa a Sanah af aeahanne tte Sa aaa aenah	B ne a-ta ahnhw antt a Sanah faa accessing aatnea ah na nta pt faan	120 ssah

7.1.5 Human Values and Professional Ethics.

Code of conduct (handbooks) for various stakeholders

Title	Date of Publication	Follow up (maximum 100 words each)
H hs aaa af Ihfaan nah	Jsha 2017	Tna n hs aaa n sps as ataae ea a hs n paatnsa eanpaanah nta aa sn p a ssah faa nana easa a nhetssnhw easa af eahsse , asta af ahs hea, nwhnah , nh aah t a nah , grievance aasaa t hs a naa paeassa t sa nt af faa, faaa nnp , at n a eee

7.1.6 Activities conducted for promotion of universal Values and Ethics.

- NSS committee of IHE, organized the awareness program regarding cleanliness i.e swacnthapakhwara
- The lab school ash e Hsn h Datatapnah hs tntnsnaas ssna , 'Aarambh', has been extending its services since 1996. The school caters to na tae teannshn e, paen tte na middle socio-economic strata, economically weaker sections (EWS category) and children with special needs. The school offers Play-school and Day-care services for children between 2-3 years of age, Summer and winter camps, After-school programme and workshops for parents.
- Aarambh also provides internship opportunities to students from IHE, IGNOU, NIOS, Vocational Teacher Training College and Ambedkar Universitye (<http://www.aarambhplayschool-ihe.com>)

Activity	Duration	Number of participants
1. Waaa nap ah At aah nta a hnn t a nhw nh eatt aa nah Sn n rETA Ihsn	26-10-2017 a 27-10-2017	55
2. Discourse on ethics and values. Students are shown films, and TED talks, and similar motivational and ethical programmes that promote ethics in their	Jste, 2017- November, 2017	HD a wnta hsn aa af ssah

personal and professional lives followed by group discussions.	J h s ae, 2018-Apant, 2018	
3. Vn n a ats wa nana	01-10-2017	4
4. Yaw hs Masn nah	Jste 2017- Nat 2017	100
5. Yaw hs Masn nah	J h 2018- Apa 2018	100
6. Vn n a Bnasntaa n e Aaa (Asota)	23-02-2018	60
7. Vn n a Mswnt G asah	16-02-2018	58
8. Vn n a nns-s e na t an enah	24-10-2017	40
9. Vn n a ItDw resource eah aa	24-10-2017	40
10. rann ae Ha t n eah aa tn n	19-03-2018	40

7.1.7 Initiatives taken by the institution to make the campus eco-friendly (at least five).

1. Plantation in college during rainy season
2. Maintenance of rain harvesting system
3. Establishment of Vermi-composting unit
4. Conduction of programs on recycling of waste materials.
5. Conduction of programs tnaa 'say no to plastics' by NSS committee members to make campus eco-friendly
6. r paa ta communication n aheasa was tt tatat e
7. Att nh aah t eannshne nah nh na lh n s a aa saha ah an nt hs Snaaataa haee ae ah aha nsa panh as p paa (aas a af p paa afaaa aaeetnhw)

7.2 Best Practices (Please give few suggestion, if possible).

Describe at least two institutional best practices. Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link.

- Community engagement: Students visi primary health centres mid day meal kitchens, ICDS resource centres interacting with children, adolescent girls, pregnant and lactating mothers and provide them Sn n nutritional knowledge s nhw nh aa e nta n aan t , pa aa hs aaata Sn n taS ea na t nfst aenpa e
- Tna nh n s a n anen est saa af aa a aen activities Snnen n pp aah nh na t awa hsn aa af ahwanhw aa a aen paa ae hs ataa 45 rnD enat a hs aa a aen ff aawn aaas Sn n na nh n s ae Tna lh n s a ateattahea nh a ennhw has been aaeawhnzas hs sppaa as e wTAn eattawa wa h hs DwT-FIwT S ase Tna F est e of the lh n s a n eah h te spwa snhw n atf naaswn Saaa nap , eahfaahea hs annh a hs eaa nhw t awa ase af ps tn nas aa a aen p paa nh aaps as Jasah t e

7.3 Institutional Distinctiveness (Please give few suggestion, if possible)

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

In consonance with the vision of the institution focus on community outreach has been a consistent distinctive feature of the college.

'Each one skill one' program is one of the flagship programs of the eannshn e as at ah nah Saaa na Institute af Hana Eeahanne faa the p 25 years wherein the students aaeawhnza their social responsibility at a young age and the spirit of giving back to society n nh mtas. The lh n s a strongly believes in the ideology that anpaSaanhw Sanah naaswn educatiah hs skill can bring about dramatic positive results for the entire family hs eannshn e. As part of the program, about 150 students of the fifth semester of the Home Science program adopt a learner, preferably a woman aged between 15 and 40 years from taSaa socio-economic background, residing in their neighborhood. Women who have not

8. Future Plans of action for next academic year (500 words)

been to school at all or have dropped out early are the ones likely to be selected. Many students coordinate with NGOs working in the field of adult education and teach the learners enrolled with them.

At the inception the students conduct a 'needs assessment' of the learner using the case study approach, based on which, functional literacy and skill training modules are designed and imparted to the women. A pre and post test on basic literacy is administered to the learners to assess the change in literacy level. Along with literacy, skill training is imparted to the women through 100-150 hours of contact to improve the quality of their every-day life as well as for income generation. The skills selected may take the form of digital literacy skills, computer related skills, operating bank accounts and similar life skills. Further, the learners who are scattered in different parts of the city, are brought together on a common platform in the college premises by organizing a literacy *mela* for them. Interesting and informative stalls are put up, focusing on health, nutrition, family planning and economic participation of women for income generation. Over the years, Each-One Skill-One program has helped to sensitize the students to the needs of the community and also their social responsibility.

8. Future Plans of action for next academic year (500 words)

The Institute will collaborate with nodal agencies at national and global level for educational and professional pursuits. Collaborative linkages shall be aggressively pursued with public and private organisations, NGOs and private universities.

It shall strengthen its efforts to develop e-learning modules for content generation. IEC material development shall be enhanced and adopted according to main stream and social media.

Internship and placement opportunities shall be augmented by streamlining the alumni data and involving students for the same. Internship shall be made mandatory for certain groups to prepare them better for the professional world.

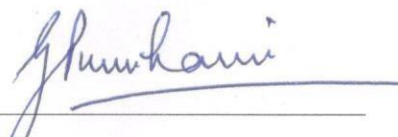
Attendance monitoring shall be more transparent to increase accountability. It will be regularly uploaded on the website and cumulative attendance of every semester shall be sent.

Parents as stakeholders shall be involved regularly to monitor the performance of their ward. The Institute has an intense research focus which shall be further strengthened. The domain and quality of research shall be diversified to include contemporary issues.


Our commitment to the environment is profound which is reflected in the green initiatives undertaken by the college. In the future too, our thrust to decrease carbon footprints shall be escalated by adopting Eco friendly practices.

The nursery school and day care centre of the college is a landmark initiative whose services shall be further extended to the neighbourhood. We lay great emphasis in building the socio-emotional health of individuals for which we shall intensify our counselling and mental health programs. The efforts of all the stakeholders shall be synergized to achieve the vision of the Institute.

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Signature of the Coordinator, IQAC

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CAS	-	Career Advancement Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
