

**The Annual Quality Assurance Report (AOAR) of the IOAC**  
***(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, 2018 to June 30, 2019)*

**Part – A**

**Data of the Institution**

*(data may be captured from IQA)*

**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**
- Alternate e-mail :
- 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: Link of AQAR (2018-19)

<http://www.ihe-du.com/images/misc/aqar2018-19.pdf>

**4. Whether Academic Calendar prepared during the year?**

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

Web link: Link of Academic calendar uploaded on the institutional website.

[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 <sup>st</sup>	<b>“A”</b>	<b>3.13</b>	<b>2016</b>	<b>Five years</b>

**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
ORIENTATION TO “SEXUAL HARASSMENT OF WOMEN AT THE WORKPLACE ACT 2013.RIGHTS AND RESPONSIBILITIES	20th February 2019: 1.5 hours  21st February 2019: 1.5 hours	Students: Number: 126  Teaching staff: 8  Non-Teaching staff: 14
TOWARDS A SUSTAINABLE ENVIRONMENT	12th March 2019 3 hours	Students: Number: 118  Teaching staff: 9

ENHANCING PC SKILLS: WORKING WITH DATA EFFICIENTLY	24th May 2019 2 hours	Non-Teaching staff: 25
WORKSHOP ON 'QS RATING'	14th February 2019	25 Teachers
TWO-DAY WORKSHOP ON IPR: ITS GENESIS, SIGNIFICANCE AND COMPLIANCE	13-14 September 2018	50 students 12 teachers

**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
<b>Institute of Home Economics</b>	<b>Maintenance Grant</b>	<b>UGC</b>	<b>01.07.2018- 30.06.2019</b>	<b>30,38,52,827</b>
Dr Savita Aggarwal	Project	UNFCCC	Oct. 17 to Dec. 19	2,592,000
Dr Seema Puri	Project	Nutrition impact solutions [NIS]	Oct. 18 to Apr. 19	2,109,625
Dr Savita Aggarwal	Project	Ministry of Women and Child Development	Nov. 17 to Oct. 19	1,106,700
Dr Seema Puri	Project	University of Sydney	Mar. 18 to Aug. 19	3,157,938
Dr Geeta Trilok Kumar	Project	The DBT India alliance	Oct. 18 to Sep. 19	3,628,133

Dr Geeta Trilok Kumar	Project	The Welcome Group Trust	Sept. 18 to Aug. 23	9,892,132
Dr Geeta Trilok Kumar	Project	Bill & Malinda Gates Foundation	23 May 2019	8,34,100

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

**\*upload latest notification of formation of IQAC:**

**10. No. of IQAC meetings held during the year:** Eight internal meetings were held during this duration. On 1<sup>st</sup> March 2019 a meeting of the newly constituted IQAC committee with external members was held in the college premises.

The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website.....

Yes/No **Yes**

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

Web Link: Link of IQAC meeting held on 1st March 2019 uploaded on website

[http://www.ihe-du.com/images/naac/minutes\\_01\\_03\\_19.pdf](http://www.ihe-du.com/images/naac/minutes_01_03_19.pdf)

**11. Whether IQAC received funding from any of the funding agency to support its activities during the year? Yes/No **No****

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

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

- Community outreach programs in nutrition, literacy, skill enhancement, etc.
- Mental Health Society Voices was launched.
- Organic composting of natural waste has been initiated.
- A laboratory with FIST grant (DST) has been established.
- Initiation towards making the campus a zero-plastic zone.

**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
Teaching Learning process to be made more engaging.	Curriculum revision was done for all disciplines under LOCF to make it more engaging and build a critical, scientific temperament.
Faculty enhancement initiatives	Workshops for teaching and nonteaching staff were organised after due consultation.
Redressal mechanism to be streamlined.	Structured feedback was taken from all stakeholders through the Institutional Management Information System (ILS)
Alumni Registration to be formalized.	The process for registering the college Alumni body has been initiated.
Interaction with the University bodies to be strengthened	The various challenges faced by the Institution w.r.t funds, lack of staff, infrastructure were formally conveyed to the various bodies of the University of Delhi.

**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)

The Institute of Home Economics (IHE) has implemented the Imagination Learning System (ILS)'s College ERP system to digitize the various academic and other

processes. The project was operational in September 2017 and has added a number of features which are duly operational:

## **1. ADMISSIONS**

- a. Upload of newly admitted students and editing Student Records
- b. Auto-allocation of sections for newly admitted students and generation of Student Identity No./ Roll No. based on the rules provided by IHE
- c. Generation of ID Card
- d. Admissions related reports like Withdrawal report, Category wise report, State wise report & Section wise report

## **2. STUDENT RECORD**

- a. Maintenance of Student Data including upload of photo and signature
- b. Students can update their Contact information online
- c. Ability to change status of students (withdrawal, warning, failures, graduated etc)

## **3. ACADEMIC MANAGEMENT**

- a. Online maintenance of Course & Paper information
- b. Online entry of Attendance and Internal Assessment
- c. Generation of Consolidated Attendance Report, Percentage Attendance Report, Student Marks Reports, Internal Assessment Report
- d. Students can view attendance data as and when it is entered by teachers

## **4. ACADEMIC FEES**

- a. Maintenance of Fees Head & Subheads as per university guidelines
- b. Generation of fees
- c. Recording payment of fees and printing of receipts

## **5. LIBRARY MANAGEMENT (ILS)**

- a. Full catalogue, circulation, acquisitions, library stock management
- b. Web based OPAC, students can search catalogue and place holds
- c. Barcode printing on ID Card & reading

## **6. PAYROLL**

- a. Configuration of Earning & Deduction heads for various employee categories
- b. Generation of Payroll
- c. Calculation of Income Tax
- d. Online Salary Slip

## **7. MISCELLANEOUS**

- a. Online Survey module for capturing student and teacher feedback
- b. Online leave management feature is underway.

The college has also subscribed to bulk SMS facility so that all the students can be delivered messages pertaining to various activities of the college simultaneously.

Official email ids have been allotted to all the permanent faculty members for official purposes. The Director can communicate with the teaching and non-teaching staff through official email groups. All the vacancies, notices and events are posted on the college website. The automation committee of the college is striving hard to meet the aspirations of different stakeholders and will continue to enhance the system.

## **Part-B**

### **CRITERION I – CURRICULAR ASPECTS**

#### **1.1 Curriculum Planning and Implementation**

##### **1.1.1 Institution has the mechanism for well planned curriculum delivery and documentation.**

##### **Explain in 500 words**

At IHE we follow the curriculum prescribed by the University of Delhi, for all courses. The rules and regulations of the university are strictly followed in terms of organizing the layout of the curriculum-delivery, the total number of lectures, tutorial and practical classes to be transacted for each paper in each semester. On the website of University of Delhi as well as on the college website, the curriculum of all courses is displayed. Effective implementation of the curriculum is ensured as follows:

- Before the commencement of the academic year, the Head of the Institute along with Teacher-in-charges holds meeting to discuss the work load of each department.
- Allocation of classes and preparation of time tables is done in advance so that classes can begin without any delay on the first day of each new semester. Teachers are encouraged to plan and prepare their lectures, give their requirements for any new books, teaching materials and equipment needed for teaching the particular course before beginning a new semester.
- Since the Delhi University underwent major restructuring of its undergraduate programme to Learning Outcome based Curriculum Framework (LOCF), Choice Based Credit System (CBCS), there has been an extensive process of curriculum development in which college faculty was intensively involved.
- Intra-department meetings headed by the Teacher-in charge are held to ensure that the subject specific objectives are imbibed within the broad academic framework.
- The academic plan is transitioned into effective action through lectures, presentations, assignments, seminars, workshops and discussions.
- Further, as a review mechanism, conduct of regular meetings within each department and feedback mechanism ensures changes in the strategy and action plan, if any, are incorporated on a timely and need-oriented basis.
- Each topic/unit in the syllabus, for theory and practical, is allocated a definite time period in which it will be covered.
- References/readings to be used, assignments to be given, and the mode of assessment are all planned well in advance.
- Progress of students is monitored through tests, mid-term exams, assignments, etc.
- All the assessed answer sheets and the assignments are submitted in the department and maintained for records.
- The students are given opportunity to be a part of small innovative projects in order to generate their research interests and to enhance their skills.



- Field trips, visits to research institutes, industries is encouraged among students to give them an insight into the applied aspects of academics.
- Lectures, speaker sessions and workshops by eminent personalities from academics, corporate sector, industry, policymaking bodies and media are held regularly to enhance the curriculum to a more application-oriented framework.
- The Institute provides a wide range of infrastructural and procedural support to the teachers. This is made available in the form of an enriched library, a computer centre, internet and Wi-Fi facility, laptops and photocopying facilities. With the entire college being Wi-Fi enabled, every department has its own computers and LCD projectors. This contributes tremendously in making information and data readily available to faculty 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.
- 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, so as to nurture students with a keen analytical and scientific bent of mind.

### **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
Interior Design	Nil	16 <sup>th</sup> February, 2019; 50 hrs	Employability and entrepreneurship	<ul style="list-style-type: none"> <li>• Managerial and creative skills;</li> <li>• Entrepreneurial Skills</li> </ul>
Event Management	Nil	16 <sup>th</sup> February, 2019; 75 hrs	Employability and entrepreneurship	<ul style="list-style-type: none"> <li>• Designing skills</li> <li>• Computer Aided Design Skills</li> <li>• Creative skills</li> <li>• Entrepreneurial Skills</li> </ul>

### **1.2.1 New programmes/courses introduced during the Academic year**

Programme with Code	Date of Introduction	Course with Code	Date of Introduction
Nil			

### **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
Nil					
Already adopted (mention the year) B.Sc. (Hons) Microbiology 2015 B.Sc. (Hons) Biochemistry 2015 B.Sc. (Hons) Home Science 2016 B.Sc. (Pass) Home Science 2016 B. A. (H) Journalism 2017 B. Sc. (H) Food Technology 2017 Post Graduate Diploma in Dietetics and Public Health Nutrition 2019 M. Sc. Food and Nutrition 2019 M.Sc. Fabric and Apparel Science 2019 Post Graduate Diploma in Health and Social Gerontology (Semester mode) B. El. Ed. (Annual mode)					
1.2.3 Students enrolled in Certificate/ Diploma Courses introduced during the year					
No of Students	Certificate	Diploma courses			
8	Event Management	Nil			
7	Interior Design				
12	Short Term Radio Jockeying				
1.3 Curriculum Enrichment					
1.3.1 Value-added courses imparting transferable and life skills offered during the year					
Value added courses	Date of introduction		Number of students enrolled		
‘Life is a Game Play it’- 8 module programme for students to prepare them for future challenges Sri Sathya Sai Seva organisation	July 2018-March 2019		60		
Short term course on ‘Introduction to bioinformatics’	December 2018		35		
“Baal vikas, Vishesh zaruratein aur seekhna” organised by Eklavya and Institute of Home Economics	7 months with 2 residential workshops (Jan 2019- July 2019)		25		

<b>1.3.2 Field Projects / Internships under taken during the year</b>	
Project/Programme Title	No. of students enrolled for Field Projects / Internships
Ram Manohar Lohia Hospital Indraprastha Apollo Hospitals Max Select City	2
SRL Laboratory, Fortis Hospital, Faridabad	1
Codes Lipi Infotech, Faridabad	1
Sir Ganga Ram Hospital, Delhi	1
Indian Institute of Science, Bangalore	1
SRL Laboratory, Fortis Hospital, Gurgaon	1
Safdarjung Hospital – Clinical Biochemistry	1
Ambedkar Centre for Biomedical Research (ACBR)	1
Bureau Veritas Consumer Product Pvt. Ltd.	1
Dept. of Biochemistry & Zoology, DRC, DU	1
KUMON, Hauz Khas centre for classes	1
The department lab school, Aarambh also provides internship opportunities to students from IHE, IGNOU, NIOS, Vocational Teacher Training College and Ambedkar University.  Learning through dance and music with children: Ms. Durba Ghosh, Mittika	70
Social Inclusion for Music: Manzil Mystics	45
Dance to express and not to impress: Ms. Sukriti, CMTAI	50
Oh Girl! You got an answer!- Decoding Gender: Dr. Veenu Kakkar	30
Gender Diversity: Mr. Pavell, Nazariya	20
Internship/Practice teaching programme at the state run schools of Delhi	50
Field projects at the state run schools of Delhi	100
Internship in Export houses	07
Internship in Museums	03
Internship in Testing House	08
Forest walk, Birds and butterfly watching	40
TERI GRAM	35
NDTV India	1

NDTV 24X7	2
The Hindu	1
Dainik Jagran	1
Punjab Kesari	2
Outlook	1
India Today	1
Zee Business	1
The Indian Express Group	1
The Quint	1
Social Cloud Venture- NewSum	1
The Hitavada	1
Asian Age	1
Doordarshan	1
All India Radio	1
<b>Media Houses and Publishers</b>	
Value 360	1
Wildlife SOS	1
Penguin Media Publishers	1
Halfcrow Publishers	1
Raina Mediacast	1
Johnson Film International	1
<b>Public Relations and Advertising Firms</b>	
Madison World	1
Aam Admi Party	1
Delhi Government	1
Indo German Chamber of Commerce	1
Public Relations and Advocacy Group	1

<b>Non-Governmental Organisations</b>				
Delhi University Community Radio		1		
Sarvwhitey		1		
Project Voice +		1		
MASH PROJECT		2		
Make a Wish		1		
Enkay Earth Foundation		2		
Breakthrough India		3		
Pect NGO		1		
Youth Ki Awaz		1		
Donate an Hour		1		
<b>Other Organisations</b>				
WedmeGood		1		
Wedding Asia		1		
Trell Media		1		
Trodley Technologies		1		
Aesthetic Nurtition Pvt.Ltd		1		
Leaders for Tomorrow		1		
Number of Field Projects /Internships		518		
<b>1.4 Feedback System</b>				
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
Yes	Yes	No	Yes	No
1.4.2 How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)				
In order to improve the teaching-learning process, the College encourages feedback from the students, alumni and teaching faculty. The mode of feedback is both offline and online. The College has an email address dedicated to general queries and other feedback. The IQAC solicits quality based feedback and suggestions from faculty and students through online feedback forms.				

Further, departmental level feedback is taken from faculty and students to enhance the teaching-learning process. Suggestion and feedback boxes have been installed at different places in the Institute. They are opened periodically and their analysis is done on an institutional level. In case of any grievance, the appropriate department initiates an enquiry and proposes suitable action to be taken.

This feedback is utilized to adopt ways to improve teaching learning processes and outcomes. Intensive discussions on curriculum, teaching methodologies and assessment are undertaken which are then weaved into the existing curriculum practices so as to improve the system. Students also receive assessment and regular feedback about their strengths and weaknesses on their assignments and examinations.

While in our college, faculty has been affable and uses innovative methods of teaching, we further strengthen these practices based on students' feedback. Hence use of ICT's, field visits, course orientation and its future prospects were some of the aspects that were further augmented.

The teaching faculty suggested upgradation of labs, improvement in functioning of administrative and accounts departments for the smooth functioning of the college, and appropriate action is in progress.

A detailed analysis of feedback from students, alumni and teachers is given in **Annexure 1**

## Criterion II -Teaching-Learning and Evaluation

### 2.1 Student Enrolment and Profile

#### 2.1. 1 Demand Ratio during the year

<b>Name of the Programme</b>	<b>Number of seats available</b>	<b>Number of applications received</b>	<b>Students enrolled</b>
M. Sc. Fabric and Apparel Sciences	15	Centralized data available with the competent authority.	12
M.Sc. Foods and Nutrition	19		15
Diploma in Dietetics and Public Health Nutrition	37		25
Diploma in Health and Social Gerontology	25		4
B.Sc. (Hons) Biochemistry	31		31
B.Sc. (Hons) Microbiology	31		33
B.El. Ed.	50		53

Food Technology	32		74
B.A. Journalism	46		40
B.Sc. (Hons) Home Science	92		102
B.Sc. (Pass) Home Science	216		193

## 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 (P G)	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
2018-19	526	56	<p>July to December 2018 45(P) 37(Adhoc) 82-11=71</p> <p>January to May 2019 45(P) 46(Adhoc) 91-12=79</p>	<p>11</p> <p>12</p>	<p>July to December 2018 45(P) 37(Adhoc) 82</p> <p>January to June 2019 45(P) 46(Adhoc) 91</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	45(P)	The various ICT tools	11 rooms are	Nil	- Educational

December 2018 45(P) 37(Adhoc) 82	37(Adhoc) 82  45(P) 46(Adhoc) 91	and resources available to the faculty are : Projectors, Laptops, Desktops, Printers, Book visualisers, Microscopic camera (Micro), LCD projectors, speakers, sound amplification system, audio studio with audio recording and editing facilities. Televisions, DVD Players, photocopy machines.	ICT enabled		management software provided by ILS  - Documentaries TED Talks, films, from various sources.  -Power point Presentations: self made, Slide share & Youtube.  - Online lectures e-books and e-Journals, Online videos, Podcast AUTO - CAD and 3ds- MAX software
January to May 2019 45(P) 46 (Adhoc) 91					

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

With a view towards helping students grow holistically; viz. academically, professionally and at a personal level; the college has an ongoing, strong, student centric mentoring system. This system creates a constant open channel of communication between the students and the teachers thereby creating an environment where the students do not hesitate in approaching teachers for both educational and personal guidance. Each faculty member has an advisory group of about 20 students whom she supports and mentors. The advisor is usually one of the teachers who teaches the class and therefore has a constant, almost daily contact with them. S/he is constantly approachable and students are advised to connect with their advisor for any kind of problems or difficulties that they may experience in college. The Teacher counsels, advises and regularly monitors and is in touch with that group of students. The mentoring faculty meet the students periodically to discuss any doubts, problems and barriers faced by the students in the teaching-learning process or any other issues and concerns they may be experiencing. The advisor is also empathetically available to discuss and resolve any interpersonal or personal issues and concerns of the students, as far as possible. Through this mentoring system, it is possible to look into individual problems faced by students which they may hesitate to share with others. This is possible as the mentoring faculty is available to the students both for discussions in groups or for solo sessions as well.

To motivate students for higher studies and entrepreneurship and to help them articulate and define their goals, alumni visits are organized. It is through these visits and interactions with alumni who are well placed, current students gain clarity and direction about the various career opportunities and prospects that are available to them. Students are also given information regarding summer internships and projects, thus providing them with the knowledge and hands on experience of the possibilities available in the real job world. They are informed about the new opportunities in research as a part of the skill enhancement courses. Students also work on projects in groups with one faculty member as group advisor where the students get exposed to research work in a team. Students are also advised to register in the University Placement Cell that can provide them with job probabilities that would suit their profile.



Over and above this there are three student advisors who oversee all student activities and are constantly available for any student related issues: curricular, co-curricular and 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
1626	<b>July to December 2018 -</b> Permanent - 45 Ad-hoc - 37 Total - 82  <b>January to June 2019</b> Permanent - 45 Ad-hoc - 46 Total - 91	1:20       1:18

## 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	<b>July to December 2018 -</b> Permanent - 45 Ad-hoc - 37 Total - 82  <b>January to June 2019</b> Permanent - 45 Ad-hoc - 46 Total - 91	31	None	32

### 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
2013-2019	Dr. Geeta Trilok Kumar	Director	Wellcome-DBT, Senior Fellow in Public Health

February, 2019	Dr. Pratima Singh  Dr. Renu Arora  (International Level)	Assistant Professor  Associate Professor	Springer Best Paper Award in the “Occupant’s Performance and Behavioural Studies Category” at the 1 <sup>st</sup> Asian Conference on Indoor Environmental Quality organized by ISHRAE, IAQA and SIE at Indian Aviation Academy, Vasant Kunj, New Delhi on 1 <sup>st</sup> and 2 <sup>nd</sup> February 2019.
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## 2.5 Evaluation Process and Reforms

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

Programme Name	Programme Code	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		III	21 <sup>st</sup> May 2019	30 <sup>th</sup> June 2019
		II	23 <sup>rd</sup> May 2019	2 <sup>nd</sup> July 2019
		I	24 <sup>rd</sup> May 2019	2 <sup>nd</sup> July 2019
B.Sc. (Hons) Microbiology		III	21 <sup>st</sup> May 2019	30 <sup>th</sup> June 2019
		II	23 <sup>rd</sup> May 2019	2 <sup>nd</sup> July 2019
		I	24 <sup>th</sup> May 2019	2 <sup>nd</sup> July 2019
B.Sc. (Hons) Food Technology		III	-	-
		II	23 <sup>rd</sup> May 2019	2 <sup>nd</sup> July 2019
		I	24 <sup>th</sup> May 2019	2 <sup>nd</sup> July 2019
B.A. (Hons) Journalism		III	-	-
		II	21 <sup>st</sup> May 2019	2 <sup>nd</sup> July 2019
		I	24 <sup>th</sup> May 2018	2 <sup>nd</sup> July 2019
B.El.Ed.		IV	15 <sup>th</sup> May 2019	23 <sup>rd</sup> July 2019
		III	24 <sup>th</sup> May 2019	
		II	24 <sup>th</sup> May 2019	16 <sup>th</sup> August 2019
		I	21 <sup>st</sup> May 2019	16 <sup>th</sup> August 2019
B.Sc. (Pass) Home Science		III	24 <sup>th</sup> May 2019	30 <sup>th</sup> June 2019
		II	23 <sup>rd</sup> May 2019	2 <sup>nd</sup> July 2019
		I	21 <sup>st</sup> May 2019	2 <sup>nd</sup> July 2019
B.Sc. (Hons) Home Science		III	21 <sup>st</sup> May 2019	2 <sup>nd</sup> July 2019
		II	23 <sup>rd</sup> May 2019	2 <sup>nd</sup> July 2019
		I	24 <sup>th</sup> May 2019	2 <sup>nd</sup> July 2019
M.Sc. (FAS)		II	20 <sup>th</sup> May 2019	24 <sup>th</sup> June 2019
		I	16 <sup>th</sup> May 2019	24 <sup>th</sup> June 2019
M.Sc. (FN)		II	16 <sup>th</sup> May 2019	24 <sup>th</sup> June 2019

		I	22 <sup>nd</sup> May 2019	20 <sup>th</sup> June 2019	
DDPHN		I	21 <sup>st</sup> May 2019	20 <sup>th</sup> June 2019	
		-	-	-	
DHSG		I	21 <sup>st</sup> May 2019	20 <sup>th</sup> June 2019	
		-	-	-	
2.5.2 Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)					
<p>The College follows a systematic approach on Continuous Internal Evaluation. The students are evaluated in sync with the CBCS at regular intervals. Evaluation is done through assignments, presentations, group discussions, quizzes and tests which could be both subjective or objective in nature. Project work is also undertaken for the same. The topics are of academic and social relevance and students are evaluated on the same. All of these help in testing the learning of students in a comprehensive manner. Based on this, if required, reinstruction for certain topics is also provided and students can apply for remedial classes as well. Students can view their performance online as marks are uploaded using the automation facility in college. Further in each practical class, marks are awarded to students on the basis of their performance. An average of these marks accounts for 50 percent of the internal assessment marks of the student. Mock practical exams are conducted to aid in preparation for final exams. Faculty members hold discussions on performance with students to help them improve their gap areas. The overall internal evaluation framework is also studied and considered by various committees of the College to further improve the effectiveness of the internal evaluation system.</p>					
2.5.3 Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)					
<p>As IHE is a constituent college of the University of Delhi, it adheres to the academic calendar of the University. The academic calendar schedules the commencement and the closure of the semesters as well the conduct of examination and this schedule is followed by the College. Within the framework provided by the university, a calendar for academic and non-academic activities is prepared in advance before the new academic session begins and is adhered to. Regular departmental and committee meetings are conducted to ensure the progression of each of the activities decided. Dates for class tests, half yearly exams, mock practical exams and final practical exams are displayed on notice boards as well as students are informed in the class rooms. Students need to submit assignments and are informed of dates well ahead of time. The schedule for internal evaluation is also informed to the students in advance. The same holds true for the extra curricular activities held in the college as well.</p> <p>(ATTACH LINK OF CALENDAR FROM WEBSITE)</p>					
<b>2.6 Student Performance and Learning Outcomes</b>					
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:**

- Commitment to offer courses with a view create and disseminate knowledge strengthened dually by a rich academia and an extension interface.
- To incorporate 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.
- Encourage students to realize their full potential through courses that are both academic and skill based and presents students with professional and entrepreneurial opportunities.

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	53	Information not available so far	Information not available so far
2	BA (H) Journalism	40	“	“
3	BSc (H) Biochemistry	26	“	““
4	BSc (H) Food Technology	72	“	
5	BSc (H) Home Science	97	“	“
6	BSc (H) Microbiology	33	“	“
7	BSc (P) Home Science	190	“	“
8	PG DDPHN	25	23+2ER	92.00
9	PG DHSG	4	3+1 Ab	75.00
10	MSc FAS	10	8+2ER	80.00
11	MSc FN	15	14+1ER	93.00
II Year				
1	BEIED	52	Information not available so far	Information not available so far
2	BA (H) Journalism	48	“	“
3	BSc (H) Biochemistry	28	“	“

4	BSc (H) Home Science	110	“	“
5	BSc (H) Microbiology	34	“	“
6	BSc (P) Home Science	200	“	“
7	MSc FAS	14	14	100.00
8	MSc FN	18	18	100.00
<b>III Year</b>				
1	BEIED	48	40 + 8 ER	84.00
2	BSc (H) Biochemistry	30	30	100.00
3	BSc (H) Home Science	89	89+2ER	98.00
4	BSc (H) Microbiology	30	29+1ER	97.00
5	BSc (P) Home Science	190	Information not available so far	Information not available so far
<b>IV Year</b>				
1	BEIED	39	39	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)

Students at IHE are now encouraged to provide constructive feedback that can help in improving the teaching-learning process. Feedback and suggestions are assimilated from the students through online feedback forms. The students may also provide feedback offline, through suggestion boxes, and appropriate actions to resolve any issues and concerns are proposed and executed.

Despite the fact that the faculty at IHE are constantly using innovative methodology for curriculum transaction and to be able to reach out to and connect with the students, feedback provided by students will only help in improving curriculum execution so as to be able to improve the outcomes of the teaching learning process and therefore the future prospects of the students.

**Weblink:** <http://14.98.64.218/IHE-0/login> (Students login is password protected)

<b>CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION</b>				
<b>3.1 Resource Mobilization for Research</b>				
<b>3.1.1 Research funds sanctioned and received from various agencies, industry and other organisations</b>				
<b>Nature of the Project</b>	<b>Duration</b>	<b>Name of the funding Agency</b>	<b>Total grant sanctioned</b>	<b>Amount received during the Academic year</b>
<b>Major projects</b>				
.To improve understanding of interactions among intra-uterine growth retardation, early growth, gut permeability, body fat and risk of chronic disease in low birth children	5 years	The Wellcome Trust UK/ DBT India Alliance	4,29,21,974	9,892,132
2. Mapping the vulnerability of women in India to climate change at the sub- national scale	24 months ongoing	UNFCCC, UNDP	2,592,000	1,070,496
3.Opportunities and challenges in Digital Literacy: Assessing the impact of Digital training for empowering urban poor women	14 months	Ministry of Women and Child development	1,106,700	172,093
4. Consumer Acceptability and Sensory Analysis studies of Multiple Fortified Salt ( MFS)	6 months	Nutrition Impact Solutions	2,109,625	1,398,335
5. Body composition, early growth and chronic diseaserisk of school aged children who were born low birth weight	2 years	DBT	7,256,266	3,628,133
6. Healthy birth, growth and development knowledge integration initiative	2 years	Bill and Melinda Gates Foundation	834,100	534,100
7. Addressing critical failures of Infant and Young Child Nutrition (IYCN) in South Asia: IYCN challenges facedby working women in urban areas	18 months	The University of Sydney and World Bank	4,012,680	3,157,938
<b>Minor Projects</b>				

<b>Interdisciplinary Projects</b>				
<b>Industry sponsored Projects</b>				
<b>Projects sponsored by the University/ College</b>				
<b>Students Research Projects (other than compulsory by the College)</b>				
<b>International Projects</b>		2 (Major project serial number 1 and 7 as mentioned above)		
<b>Any other(Specify)</b>				
<b>Total</b>	7			

<b>3.2 Innovation Ecosystem</b>				
<b>3.2.1 Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year</b>				
<b>Title of Workshop/Seminar</b>	<b>Name of the Dept.</b>		<b>Date(s)</b>	
Sustainable Design for Fashion	Home Science		15 <sup>th</sup> and 18 <sup>th</sup> Feb 2019	
Conference on “Promoting Food and Nutrition for Health and Wellbeing”	Home Science		15 <sup>th</sup> March 2019	
Fat to Fit	Home Science		28 <sup>th</sup> January 2019	
Solving the Nutrition problems through Food Fortification	Home Science		21 <sup>st</sup> August 2018	
Non calorie sweeteners	Home Science		4 <sup>th</sup> September 2018	
Innovation Sweet Spot: The real picture behind NPD cycle	Home Science		25th October 2018	
IPR: Its genesis, significance & compliance	Microbiology, Biochemistry, Fabric and Apparel Science, Food and Nutrition		13-14 <sup>th</sup> September 2018	
<b>3.2.2 Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year</b>				
<b>Title of the innovation</b>	<b>Name of the Awardee</b>	<b>Awarding Agency</b>	<b>Date of Award</b>	<b>Category</b>
<b>3.2.3 No. of Incubation centre created, start-ups incubated on campus during the year</b>				
<b>Incubation Centre</b>	<b>Name</b>		<b>Sponsored by</b>	
<b>Name of the Start-up</b>	<b>Name</b>		<b>Date of commencement</b>	

<b>3.3 Research Publications and Awards</b>						
<b>3.3.1 Incentive to the teachers who receive recognition/awards</b>						
<b>State</b>	<b>National</b>		<b>International</b>			
<b>3.3.2 Ph. Ds awarded during the year (applicable for PG College, Research Centre)</b>						
<b>Name of the Department</b>		<b>National</b>				
Director		1				
Department of Elementary Education		1				
Department of Human Development and Childhood Studies		1				
<b>3.3.3 Research Publications in the Journals notified on UGC website during the year</b>						
	<b>Department</b>	<b>No. of Publication</b>	<b>Average Impact Factor, if any</b>			
<b>National</b>	Department of Elementary Education	1				
	Department of Home Science	19				
	Department of Sciences	2				
<b>International</b>						
	Director	7				
	Department of Biochemistry	3	2.7			
	Department of Home Science	29				
	Department of Sciences	1				
<b>3.3.4 Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year</b>						
<b>Department</b>		<b>No. of publication</b>				
Director		1				
Department of Biochemistry		1				
Department of Elementary Education		4				
Department of Home Science		9				
Department of Microbiology		1				
<b>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 ....</b>						
<b>Title of the paper</b>	<b>Name of the author</b>	<b>Title of the journal</b>	<b>Year of publication</b>	<b>Citation Index</b>	<b>Institutional affiliation as mentioned in the publication</b>	<b>Number of citations excluding self citations</b>



Director						
Effect of temperature and time delay in centrifugation on stability of select biomarkers of nutrition and non-communicable diseases in blood samples.	RA Abraham, Geeta Trilok-Kumar et al	Biochem Med (Zagreb)	2019			
Steady Growth in Early Infancy Is Associated with Greater Anthropometry in Indian Children Born Low Birth Weight at Term	S Filteau, Geeta Trilok Kumar, TJ Cole, HPS Sachdev and BL De Stavola	J Nutr	2019			
Vitamin E status in Healthy population in Asia: A review of current literature	A Malik A, M Eggersdorfer, Geeta Trilok-Kumar	Int J Vitam Nutr Res	2019			
Multiple micronutrient status and predictors of anemia in young children aged 12-23 months living in New Delhi, India	LA Houghton, Geeta Trilok-Kumar, D McIntosh, JJ Haszard, MJ Harper, M Reid, J Erhardt, K Bailey, RS Gibson	PLoS One	2019			
<u>Priority interventions to improve maternal and child diets in Sub-Saharan Africa and South Asia.</u>	William A Masters, Rosettie Katherine, Sarah Kranz, Sarah H. Pedersen, Patrick Webb, Goodarz Danaei, Dariush Mozaffaria,	Matern Child Nutr	2018		Institute of Home Economics (University of Delhi)	4

	Seema Puri, Geeta T Kumar on behalf of the Global Nutrition and Policy Consortium.					
Designing programs to improve diets for maternal and child health: estimating costs and potential dietary impacts of nutrition-sensitive programs in Ethiopia, Nigeria, and India.	William A Masters, Katherine L Rosettie, Sarah Kranz, Goodarz Danaei, Patrick Webb , Dariush Mozaffarian , Seema Puri, Geeta T Kumar and the Global Nutrition and Policy Consortium	Health Policy and Planning	2018		Institute of Home Economics (University of Delhi)	1
Nutritional challenges in Pediatric Congenital Cardiac Care	Anuradha, MK Sahu, C Bipin, Geeta Trilok-Kumar	Int J Science Healthcare Res	2018			
<b>Department of Biochemistry</b>						
Association of mitochondrial T16189C polymorphism with risk of cancer and Type 2 diabetes mellitus - A meta-analysis	Taruna Kumari, Meenakshi Vachher, Savita Bansal, Rameshwar NK Bamezai and Bhupender Kumar	Clinica Chimica Acta	2018			2
High-mobility group box 1 protein (HMGB1) gene polymorphisms and	Taruna Kumari and Bhupender Kumar	Clinica Chimica Acta	2018			9

Cancer susceptibility: A comprehensive meta-analysis						
Association of PARK2 promoter polymorphisms and methylation with colorectal cancer in North Indian population	Zafar Iqbal Bhat, Bupender Kumar, Savita Bansal, Afreen Naseem, Raj Ranjan Tiwari, G.D Sharma and Moshahid Alam Rizvi	GENE	2019			2
<b>Department of Elementary Education</b>						
Ankhen moonde kabutar: younikta ki abhivyakti. (Ostriches with their heads in sand: expressions of sexuality)	Nidhi Gulati	Pathshala	2018	-	Azim Premji University	-
<b>Department of Home Science</b>						
Gauging the opinion of men on marital rape in Delhi using vox pop as a tool	Neeti Vaid & Megha Gupta	Social Science International Research Journal	2018			
Role of political cartoons in the darkest period of Independent India's history	Neeti Vaid	Social Science International Research Journal	2018			
Integration of News Broadcast in Commercial FM Channels: A Radio Revolution	Yuki Azaad Tomar Prabhjyot Kaur	Human Rights International Research Journal,	2018			
Women Empowerment through Media Education: Transforming Spectators to Change Makers	Yuki Azaad Tomar, Bableen Kaur	English Studies International Research Journal, India	2018			
Needs of Adolescent Girls: Reproductive and Sexual Health	Yuki Azaad Tomar	Social Sciences International Research Journal, India	2018			

Influence of Home Environment and Peers Influence on Emotional Maturity of Adolescents	C Rawat & Renu Gulati	Integrated Journal of Social Sciences	2019			
Influence of Parenting Style on Emotional and Social Maturity of Adolescents	C Rawat & Renu Gulati	Integrated Journal of Social Sciences	2018			
Child Sexual Abuse in India and The Protection of Children from Sexual offences (POCSO) act 2012:A Research Review	Renu, Geeta Chopra	Integrated Journal of Social Sciences.	2019			
Stress among Students: An Emerging Issue	A Rana, Renu Gulati & Veenu Wadhwa	Integrated Journal of Social Science	2019			
Notions of mothers-in-law in poor resource settings on factors affecting pregnancy outcomes: A qualitative exploration in Delhi.	Kavita Singh, Geeta Chopra and Seema Puri.	International Journal of Scientific Research and Reviews	2019			
The Story of Textile Waste- Reasons and Solutions	Prerna Jain and Charu Gupta	International Journal of Applied Home Science	2018	5.4		
Enhancing the mechanical toughness of epoxy-resin composites using natural corn stalk fibre as reinforcements	Saroj Devi and Charu Gupta	International journal of chemical Studies	2019	5.3		
Impact analysis of chemicals on properties of corn stalk fibre during different process	Saroj Devi and Charu Gupta	The Pharma Innovation Journal	2018	5.03		
The Occupational health hazards faced by the workers of small scale dyeing units.	Shweta Thomas, Chanchal and Bhupinder Kaur	International Journal of Economics, Commerce and Research	2019	6.5		
Healthcare and Safety facilities provided to the workers in small scale dyeing units and	Shweta Thomas, Chanchal and	International Journal of Engineering Research and	2019	5.1		

the working conditions.	Bhupinder Kaur	Application				
Perinatal determinants of Adiposity in children aged 3-5 years in urban poor settings of Delhi: A retrospective study.	Richa Malik, Seema Puri, Tulsi Adhikari	International Journal of Recent Scientific Research	2019		Institute of Home Economics (University of Delhi)	
Nutrient-Adipokine Interaction in NAFLD: A Review	Bhanvi Grover, Seema Puri, Nikhil Tandon	World Journal of Nutrition and Health	2019		Institute of Home Economics (University of Delhi)	
A Study on Infant and Young Child feeding practices of mothers visiting District Civil Hospital	Urvashi Mehlawat, Seema Puri, Tejmeet Kaur Rekhi, Balraj Singh Yadav, Satish Kamtaprasad Tiwari	<i>New Ind J Paed</i>	2018		Institute of Home Economics (University of Delhi)	
Double Burden of Malnutrition Among Mother-Child Dyads in Urban Poor Settings In India	Richa Malik, Seema Puri, Tulsi Adhikari	Indian J Comm Health	2018		Institute of Home Economics (University of Delhi)	
<u>Priority interventions to improve maternal and child diets in Sub-Saharan Africa and South Asia.</u>	William A Masters, Rosettie Katherine, Sarah Kranz,  Sarah H. Pedersen, Patrick Webb, Goodarz Danaei, Dariush Mozaffaria, Seema Puri, Geeta T Kumar on behalf of the Global	Matern Child Nutr	2018		Institute of Home Economics (University of Delhi)	4

	Nutrition and Policy Consortium.					
Designing programs to improve diets for maternal and child health: estimating costs and potential dietary impacts of nutrition-sensitive programs in Ethiopia, Nigeria, and India.	William A Masters, Katherine L Rosettie, Sarah Kranz, Goodarz Danaei, Patrick Webb , Dariush Mozaffarian , Seema Puri, Geeta T Kumar and the Global Nutrition and Policy Consortium	Health Policy and Planning	2018		Institute of Home Economics (University of Delhi)	1
Maternal Mortality in India: An Overview of Social Causes.	Kavita Singh, Seema Puri, Geeta Chopra	International Journal of Scientific and Research Publications	2018		Institute of Home Economics (University of Delhi)	
<i>Status of complementary feeding practices of infants and young children( 6--23 months) in India: A Review.</i>	<i>Urvashi Mehlawat, Tejmeet Kaur Rekhi, Seema Puri,, Balraj Yadav</i>	<i>New Ind J Paed</i>	2018		Institute of Home Economics (University of Delhi)	
Food Safety Knowledge of Managers in Catering Sector across Delhi.	Heena Yadav, Ranjana Mahna and Tejmeet K Rekhi	Indian Journal of Scientific Research and Review	2018			
Food Safety Knowledge of Food Handlers working in Catering Sector across Delhi.	Heena Yadav, Ranjana Mahna and Tejmeet K Rekhi	Indian Tourism and Hospitality Congress	2018			

Risk factors for mental health disorders: from conception till adulthood.	Preeti Khanna and Bani Tamber Aeri.	CRNSS Update. Nutrition in Disease Management.	2018		Institute of Home Economics (University of Delhi)	
Gestational Weight Gain among Healthy Pregnant Women from Asia in comparison with Institute of Medicine (IOM) Guidelines-2009: A Systematic Review.	P Arora and Bani Tamber Aeri.	Journal of Pregnancy	2019		Institute of Home Economics (University of Delhi)	
Burden of Antenatal Depression and its Risk Factors in Indian Settings: A Systematic Review.	P Arora and Bani T Aeri	Indian Journal of Medical Specialities	2019		Institute of Home Economics (University of Delhi)	
Protective Impact of Fruits and Vegetable Intake on Cardiovascular Risk Factors-A Review.	Harmeet Kaur and Bani Tamber Aeri	Journal of Clinical and Diagnostic Research	2019		Institute of Home Economics (University of Delhi)	
Nutritional aspects of depression in adolescents - A systematic review.	P Khanna, VK Chattu and Bani T Aeri	Int J Prev Med	2019		Institute of Home Economics (University of Delhi)	
Body Image Disturbance, Weight Perception and Body Mass Index of Female College Students in Delhi Having Normal and Disordered Eating Behaviours	Shipra Gupta, Deeksha Kapur	Indian Journal of Nutrition and Dietetics	2019			
Depression, Anxiety and Stress among Female College Students in Delhi having Normal and Disordered Eating Behaviours	Shipra Gupta, Deeksha Kapur	Indian Journal of Youth & Adolescent Health	2018			
A review on nutritional value, functional properties and pharmacological application of Perilla ( <i>Perilla Frutescens L.</i> )	A Dhyani , Rajni Chopra, M Garg	Biomedicine and Pharmacology Journal	2019			

A Review on Blending of oils and their functional and nutritional benefits	A Dhyani , Rajni Chopra, M Garg	Chemical Science review and letters	2019			
A Review on photochemistry and therapeutic uses of <i>Hibiscus sabdariffa</i> L.	Ghazala Riaz and Rajni Chopra	Biomedicine and Pharmacotherapy	2018			
Effect of supplementation of malted sorghum flour on sensorial quality attributes of muffins and murukkus.	K Prakash and R Chopra	International Journal of Food Science and Nutrition	2018			
Understanding Barriers and Facilitators for Human Milk Banking Among Service Providers, Mothers, and Influencers of Preterm and Sick Neonates Admitted at Two Health Facilities in a Metropolitan City in India	J Mondkar, R Chugh, S Sachdeva, Shanbhag, A Khan, M Manuhar Sinha, R Dasgupta, K Israel- Ballard, V Sabharwal	Breastfeeding Medicine.	2018			
Exploring usage of smart phone for accessing nutrition information among college going students of Delhi	KS Wadhwa and V Sabharwal	International Journal of Recent Advances in Multidisciplinary Research.	2018			
Human Milk Banking: An Indian Experience.	S Nangia, RC Sachdeva and V Sabharwal	Neo Reviews	2018			
Association between sleep duration and body mass index.	Dimple Rawat and Anshu Sharma	Journal of Hospitality and applied sciences	2019			
Consumption of ultra-processed foods among working and non-working adults : A comparative study.	Tazeen Fazil, Sonal G Jain	Indian Journal of Research	2019		Institute of Home Economics (University of Delhi)	
Meal Preparation Activities of Middle Income Group Families Living in Delhi	Poonam Magu, K Khanna, P Seetharama n	International Journal of Family and Home Science	2018		Institute of Home Economics	



Conceptualizing green HRM for sustainable organization development.	Ritu Atheya, A Kulshrestha	Paripex-Indian Journal of Research (PIJR)	2019		Institute of Home Economics	
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#### Department of Sciences

An Overview of Dietary Approaches to Prevent the Development of Diabetic Retinopathy	Manjula Suri, Mamta Bhardwaj, Punam Kapur and Ashok Pathak	The Indian Journal of Nutrition and Dietetics	2018			
Post Herpetic Neuralgia Management: A Retrospective Analysis	Manjula Suri, Punam Kapur, Ashok Pathak, Niharika Chaudhary, Rahul Sharma,	<i>Indian Journal of Clinical and Experimental Ophthalmology</i>	2018			
A pilot study on prevalence of malnutrition, pain, depression and anxiety in elderly population in Delhi	Manjula Suri, Mamta Bhardwaj, Priya Singh, Rachna Kapila	Journal of Clinical Gerontology & Geriatrics	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

#### 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	10	50	16	8
Presented papers	6	4		
Resource Persons	6	20	15	

#### 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.**

<b>Title of the Activities</b>	<b>Organising unit/ agency/ collaborating agency</b>	<b>Number of teachers co-ordinated such activities</b>	<b>Number of students participated in such activities</b>
Blood donation camp	NSS unit, AIIMS Delhi	1	45
Swachta Pakhwara(campus Cleanliness)	NSS Unit	1	54
Cleanliness Rally	NSS Unit	1	54
Electoral Awareness Rally, Survey and Poster Making	NSS Unit	1	39
Anti-tobacco Poster Making	NSS Unit	1	32
Anti-tobacco Rally	NSS Unit	1	17
Reduce Plastic Waste poster making	NSS Unit	1	10
Reduce Plastic Waste Rally	NSS Unit	1	27
Reduce plastic slogan writing	NSS Unit	1	29
Kerala Relief	NSS Unit	1	35
Surgical Strike Day event poster making	Delhi University (Attended by NSS volunteers)	1	40
Youth Camp (CPR)	ICMR (Attended by NSS volunteers)	1	27
Road Safety	IIT (Attended by NSS volunteers)	1	15
Youth Camp	IGNCA (Attended by NSS volunteers)	1	2
Awareness rally on 100 years of Jalianwala Bagh Carnage	DU (Attended by NSS volunteers)	1	12
Adventure Camp	NSS (National level)	1	1
<b>3.4.2 Awards and recognition received for extension activities from Government and other recognized bodies during the year</b>			
<b>Name of the Activity</b>	<b>Award/recognition</b>	<b>Awarding bodies</b>	<b>No. of Students benefited</b>

Nukkad Natak in 1st Asian Conference on Indoor Environmental Quality organized by ISHRAE, IAQA and SIE at Indian Aviation Academy, Vasant Kunj, New Delhi	Recognition Certificate	Society for Indoor Environment, India	15-20 students
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**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
Swachh Bharat Abhiyaan	Eco-Club (Sanctioned by Department of Environment, Government on Delhi)	1. Cleanliness Drive 2. Plantation Drive	4	35 Students
	Dept. of RMDA in collaboration with IPCA	Street Play on Waste Management	5	45 Students
	Department of Development Communication and Extension, IHE, funded by Ministry of Women and child Development, GOI, conducted in collaboration with Gender Resource Centres in Delhi as well as in the slum colonies in Delhi	Training on digital literacy for urban poor women	12	About 150 students of B.Sc. Home Science Pass & Hons (semester V)
	Sri Sathya Sai Seva Organisation	Life is a Game Play it	One internal and one outside faculty	Approx 60 students of Microbiology department
	Department of Food and Nutrition	Nutrition Education programme at Resident Welfare Association on "Importance of having breakfast for school going children"	1	4
	Department of Food and Nutrition	Street play on "Safe and healthy diets" for the general public outside metro station	1	20

	Department of Food and Nutrition	Nutrition and health education in Anganwadi for pregnant, lactating women and adolescent girls	1	6
	Department of Food and Nutrition	Counselling session on “Imparting Nutrition and Mental Health Education” to young adolescent girls at Government Girls Senior Secondary School, Saket	1	50
	Joy of Learning Foundation and Dept of Elementary Education	Save water campaign	1	50
	Delhi Police and Dept of HDCS	Counselling services to the families of Police Personnel	2	10
	Delhi Public School and Dept of HDCS	ECCE	2	
	Mental Health Society and Department of HDCS	Counselling sessions	3	50

### 3.5 Collaborations

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

Nature of Activity	Participant	Source of financial support	Duration
Research	Dr Geeta Trilok-Kumar	Wellcometrust, UK	1 week
Internship at AARAMBH play school and day care centre at IHE,	Students of IGNOU , NIOS, Vocational teacher training college, Ambedkar University	Nil	1-6 months
Academic activities and intercollege competitions of various departments of the college	Students of Institute of Home Economics, various other colleges of Delhi University and private universities	Sponsorships	1-2 days
Participation of the students in various events in the Annual Festival of colleges	Students of Institute of Home Economics, various colleges of Delhi University and private universities	Sponsorships	1-2 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	Title of the	Name of the partnering institution/	Duration	Participant
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linkage	linkage	industry /research lab with contact details	(From-To)	
<b>Department of Home Science</b>				
	Internships for MSc ( Food and Nutrition) students	Pepsi-Co, Gurgaon AIIMS Public Health Foundation of India, Gurgaon Research Institute of Material Sciences, Najafgarh Nutrition Foundation of India, Qutub Institutional area Sports Authority of India, JLN stadium National Institute of Public Cooperation and Child Development	June 2018-July 2018	Students who have completed MSc (Food and Nutrition) 1 <sup>st</sup> year
	Internships for students of Post Graduate Diploma in Dietetics and Public Health Nutrition	St Stephens Hospital Apollo Hospital Max Superspeciality hospital, Saket Ram Manohar Lohia hospital LNJP hospital The Medicity Multispeciality Gurugram- 122001	Aug 2018-Nov 2018	DDPHN students after completing 1 year of course work
	Practical classes in Nutrition and Health Education (NHE)	School of Open Learning (SOL) Delhi University	Continuing for the past thirty years	BA (P) 3 <sup>rd</sup> year students of NHE, SOL. Classes taken by faculty of Food and Nutrition Department
	MSc Dietetics & Food Service Management (DFSM) - Practical and theory classes in various subjects of Food and Nutrition	IGNOU	Continuing from 2005	IGNOU students
	Certificate course in Food and Nutrition	IGNOU	Continuing from 2005	IGNOU students
	Diploma in Nutrition and Health Education	IGNOU	Continuing from 2005	IGNOU students
<b>Department of Elementary Education</b>				
	Translation of readings	Azim Premji Foundation	Ongoing	10-15

	for Psychology in Education (MA programme ) from English to Hindi			
	Design and conduct of courses on Child Development , Special needs and Learning.	Eklavya	Jan-July, 2019	25
	Project Consultation by faculty	Warwick University, UK	Oct, 2018	50
	Supervision activity by faculty for Ph.D students	Warwick University, UK	Oct, 2018	12

**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
<b>Department of Home Science</b>			
Pearl Academy	2018	Academic Collaboration for conducting workshop, monetary sponsorship	9 faculty members and approx. 60 students
Indian Pollution Control Association	2019	Collaboration for Project SORT, awareness generation, workshops on segregation of waste and converting organic waste into manure	9 faculty members and approximately 60 students

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	
NIL	NIL	
4.1.2 Details of augmentation in infrastructure facilities during the year		
Facilities	Existing	Newly added
Campus area	8376.993sq mts.(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 equipment’s purchased (≥ 1-0 lakh) during the current year.	Biochemistry -06	1. <u>Department of Biochemistry</u> 1a. Binocular Microscopes- 06 1b. Micropipettes Variable volume (0.5-10; 20-200; 100-1000 µl)- 08  2. <u>Department of Fabric and Apparel Science</u>  2a. GSM with Cutter-01 2b. Microscope with camera-01 2c. Pilling tester-01 2d. Electronic balance (.01)-01 2e. Electronic balance (.001)-01 2f. Colour Matching Cabinet-01  3. <u>Department of Microbiology</u> 3a. Precision

		Balance-01 3b. Microscope with camera-01 3c. Microscopes-03 3d. Micropipettes variable volume-03  4. <u>Department of Food and Nutrition</u> 4a. Precision Balance-01 4b. Rotary Vacuum Evaporator with pump-01 4c. UV-Vis Spectrophotometer-01 4d. Precision Balance-01 4e. Rotary Vacuum Evaporator with pump-01
Value of the equipment purchased during the year (Rs. in Lakhs)	Rs. 46,86,994/-	Rs. 8,29,983/-  1. <u>Department of Biochemistry</u> 1a. Binocular Microscopes-Rs. 1,63,170/- 1b. Micropipettes Variable volume (0.5-10; 20-200; 100-1000 µl)- Rs. 79,800/-  2. <u>Department of Fabric and Apparel Science</u> 2a. GSM with Cutter- Rs. 17,842/- 2b. Microscope with camera-Rs. 69,195/- 2c. Pilling tester-Rs. 72,216/- 2d. Electronic balance (.01)- Rs. 17,759/- 2e. Electronic balance



		<p>(.001)- Rs. 49,500/-</p> <p>2f. Colour Matching Cabinet- Rs. 40,569/-</p> <p>3. <u>Department of Microbiology</u></p> <p>3a. Precision Balance- Rs. 49,500/-</p> <p>3b. Microscope with camera- Rs. 69,195/-</p> <p>3c. Microscopes- Rs. 84,000/-</p> <p>3d. Micropipettes variable volume-Rs. 42,400/-</p> <p>4. <u>Department of Food and Nutrition</u></p> <p>4a. Precision Balance- Rs. 17,759/-</p> <p>4b. Rotary Vacuum Evaporator with pump-Rs. 83,800/-</p> <p>4c. UV-Vis Spectrophotometer- Rs. 1,63,000/-</p> <p>4d. Precision Balance-Rs. 5,000/-</p> <p>4e. Rotary Vacuum Evaporator with pump- Rs. 19,030/-</p>
Others		<p><u>Central Facility</u></p> <p>1. Bench Top Cooling Centrifuge- Rs. 2,76,045/-</p> <p>2. Deep Freezer- Rs. 3,59,730/-</p> <p>3. Double Distillation Unit (All Quartz)- Rs. 96,000/-</p> <p>4. UV-Vis Spectrophotometer- Rs.</p>

						2,81,500/-	
4.2 Library as a Learning Resource							
4.2.1 Library is automated {Integrated Library Management System -ILMS}							
Name of the ILMS software		Nature of automation (fully or partially)		Version		Year of automation	
ILS		Fully		-		September 2017	
4.2.1 Library Services:							
		Existing	Newly added		Total		
	No.	Value	No.	Value	No.		
Text Books	25396		218	Rs. 3,00,000/ -			
Reference Books							
e-Books	Subscribe d by		DU				
Journals	Subscribe d by		DU				
e-Journals	Subscribe d by		DU				
Digital Database	Subscribe d by		DU				
CD & Video	100						
Library automation	ILS	Fully		Automat ed			
Weeding (Hard & Soft)	Weeding	out	in	process			
Others (specify)							

4.3 IT Infrastructure									
4.3.1 Technology Upgradation (overall)									
	Total Com puter s	Comp uter Labs	Internet	Browsin g Centres	Com puter Cent res	Office	Departmen ts	Available band width (MGBPS)	Others
Exist ing	154	3	Yes		3	Differe nt module of ILS	Administra tion computer centres	100MBPS	73 – for Students 81 – Office, Teaching Staff etc.
Adde d									
Total	154	3			3				
4.3.2 Bandwidth available of internet connection in the Institution (Leased line)									
100 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				
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	
Dr. Yuki Azaad Tomar and Ms. Bableen Kaur		Media Content Distribution strategies across Digital Platforms Platform on which the module is developed:			P.G MOOC on Media Content Production on Multiple Platforms, UGC and MHRD major research project			15 July 2019	

<b>4.4 Maintenance of Campus Infrastructure</b>			
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
Rs.	Rs.10,19,798/-	-	Rs.1,05,808 /-

40,00,000/-			
<p>The Institute of Home Economics is a premier college of the University of Delhi that offers both under-graduate and post-graduate programmes.</p> <p>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.</p> <p>Institute of Home Economics has implemented Imagination Learning System (ILS)'s College ERP system to digitize the various academic and other processes like uploading newly admitted students and editing Student Records, Auto-allocation of sections for newly admitted students, Generation of ID Card, Admissions related reports like Withdrawal report, Category wise report, State wise report &amp; Section wise report, maintaining Student Data, Course &amp; Paper information, Timetable Maintenance, Online entry of Attendance and Internal Assessment, Maintenance of Fees Head &amp; Subheads as per university guidelines, Generation of fees, Recording payment of fees and printing of receipts, Configuration of Earning &amp; Deduction heads for various employee categories, Employee data management, Payroll generation, Tax computation, Maintenance of service book, Leave records and application, GPF and NPS records, research data of Faculty members, Online Survey module for capturing student and teacher feedback and Conducting student union elections.</p> <p>The library uses an integrated multi-user library management systems that supports all in house operations of the library. Database can now be accessed through OPAC available in the central library. The library has 24 hour ERNET (Department of electronics) connection and access to many databases viz INGENTA,J-STORE,EBSCO,SCOPUS database and other online journals subscribed by the Delhi University library system and UGC. The Institute has several laboratories such as Physics, Chemistry, Biochemistry, Microbiology, Therapeutic Nutrition, Human Development, Apparel Designing, Clothing Construction, Resource Management, Communication and Extension.</p> <p>The Institute also has three computer labs equipped with 120 computers with the latest software and internet connectivity. The Institute also has a state of the art audio studio, which is housed in twin sound proof rooms equipped with 16 channel analogy 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.</p> <p>The Institute also has a spacious seminar room fitted with audio visual facilities for conducting conferences and workshops. The Institute has an air conditioned gymnasium, well equipped with the latest equipment's for work outs. It has a table tennis, sports multipurpose activity hall 1, sports multipurpose hall 2 and a basketball court for the overall development of students. Institute nursery school 'AARAMBH' has been working for the holistic child development and education by creating meaningful and positive childhood experiences for children. Besides this, the school offers different services like preschool centre, day care, after school care, guidance and counselling and workshops for parents.</p> <p>The combined excellence of educational curriculum along with the facilities provided have helped establish the institute as a leading center for women's education.</p>			

<b>CRITERION V - STUDENT SUPPORT AND PROGRESSION</b>			
<b>5.1 Student Support</b>			
<b>5.1.1 Scholarships and Financial Support</b>			
	Name /Title of the scheme	Number of students	Amount in Rupees
Financial support from institution	College Freeship	29	Rs. 95280/-
a) National	Prime minister's scholarship for Jammu and Kashmir students	4	Rs. 1,12,380/- (Full fees for the undergraduate programme)
b) International	-	-	-
<b>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.,</b>			
Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Personal Counselling and Mentoring	July 2018, ongoing	Over 50	Department of Human development and Childhood studies
Mental health Society-Voices	February 2018, ongoing	Over 50	Department of Human Childhood Studies
Certificate Course 'Radio Jockeying and Production'	14 February 2019	14	Department of Development Communication and Extension, Delhi University, Radio City, Fever 104 FM, All India Radi0

Training on 'Hone your voice'	11 April 2019	16	AJK MCRC Mass Communication Research Centre, Jamia Millia Islamia
Decoding emerging trends in New Media	24 March 2019	40	House of Mirachi, a PR company located in Noida
Creative Writing	19 September 2018	38	The session was taken by Ms. Bhavna Mathur, a novelist and Freelancer Author
Discover: Ungendered sapiens	23 October 2018	400	Dr. Shambhu Shikhar, star performer and highly acclaimed poet
Workshop on 'Creative Writing: Verses'	23 October 2018		Aditya Bhandari, founder of Free the Verse
Breaking the Stereotypes	23 October 2018	400	Dr. Sylvie Rodgers, Special speaker, Top celebrity manager
Workshop on 'Folk music'	3 August 2018	48	Dr. Devendra Sharma, Associate Professor, California State University
A session on Women as Media Professionals	29 August 2018	50	Shazia Ilmi, former TV journalist and Anchor
Skill development for Social Entrepreneurship	1 <sup>st</sup> November 2018	50	Ms. Tripti Shinghal Somani, Managing Director and CEO-KGS Advisors
Workshop by on ' <i>Interior Design and Styling</i> '	2 <sup>nd</sup> November 2018	50	Pearl Academy

**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
2019	Student Industry	400	400	-	7

	Meet				
2019	2 career counselling sessions	90	90	-	-
2019	Different career prospects of non-medicos in Healthcare sector	50	50	-	-

1. 'Student Industry Meet' was organized on 28th of February, 2019 by the Placement Committee of the College. Information was spread by the committee members and student volunteers through word of mouth as well as by displaying the brochures printed for the event in the college premises. On the day of the 'Student Industry Meet', twenty (20) companies appeared to offer absorption and internship opportunities to undergraduate students. Approximately 400 students registered and visited the fair and gained the opportunity to interact with different organizations and companies. The fair was a massive success as it built an interface between students and the industry.
2. The Department of Biochemistry organized a career counseling session for BSc (hons) Biochemistry and Microbiology Students on 11th April, 2019. The students were told about various career options after graduation.
3. The Department of Biochemistry, organized another career counseling session on "Different career prospects of non-medicos in Healthcare sector", for BSc (hons) Biochemistry and Microbiology Students on 21st February, 2019. It was delivered by Dr Sandeep Narula, academic dean, Indian Institute of Health Management Research (IIHMR) Jaipur. Different topics included: (1) burning healthcare issues- Need of the hour, (2) career prospects in healthcare sector and (3) career path to be followed, were discussed with students.
4. Apart from this, our B.El.Ed department, over the years has been able to build a fruitful liaison with premiere schools of Delhi, who have been our repeat recruiters: Shiv Nadar School, The Heritage School, Presidium, Bharat National Public School, Pathways and peepul. In the year 2018-19, department is in the constant touch with these schools and organizations through their personal interaction session or through emails. During the placement time, the representatives from the school first hold long interactive sessions with the students orienting about schools philosophy and other key points, followed by their recruitment protocol.

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
NIL	NIL	NIL

## 5.2 Student Progression

5.2.1 Details of campus placement during the year

On campus			Off Campus		
Name of Organizations Visited	Number of Students	Number of Students	Name of Organizations Visited	Number of Students Participated	Number of Students Placed

	Participate d	Placed			
Bharat National Public School  Pathways  Presidium  Peepal Tree  Happy English School	38	2	Heritage  Bharat National Public School  Pathways  Goenka Public school  Happy English School  DPS International  Presidium  Peepal Tree	38	13
Barclays	01	01	Livspace	01	01

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

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of Programme admitted to
2018- 2019	18/30	BSc (Hons) Biochemistry	Biochemistry	1. Shivani Satapathy  University of Delhi, south Campus 2. Rakshita pandey University of Ulm, Germany 3. Akansha tikku Jamia Milia Islamia  4. Yogita Yadav ACBR, DU 5. Shubhangi Singh Jamia hamdard 6. Prachi Ram JNU, New	MSc biochemistry and Biotechnolog y  MSC Molecular and Translational Neuroscience MSc Biochemistry MSc biomedical Sciences MSC Biochemistry  MSC Life Sciencves



				<p>Delhi</p> <p>7. Dhriti Arora University of Bonn, Germany</p> <p>8. Saloni Gupta Jamia hamdard</p> <p>9. Soumya Sharma Amity University</p> <p>10. Surbhi Badhwar JNU</p> <p>11. Shivani Kaim CCSU campus</p> <p>12. tanu Sharma Jamia Milia Islamia</p> <p>13. Akansha aggarwal CCSU campus</p> <p>14. Yashika garg Amity</p> <p>15. Kavya Gaba AIIMS JODHPUR</p> <p>16. Harshita IGNOU</p> <p>17. Payal Kohli Amity</p> <p>18. Nidhi Gauniyal Jamia Milia Islamia</p>	<p>MSc Biochemistry</p> <p>Msc Biochemistry</p> <p>Msc Biochemistry</p> <p>MSc Biotechnolog y</p> <p>MA public administratio n</p> <p>Msc Bioinformati cs</p> <p>Msc Biochemistry</p> <p>MSC biotechnolog y</p> <p>Msc Medical Biochemistry</p> <p>Msc in Dietics and food management Bed</p> <p>Msc Biochemistry</p>
2018-19	18	Bachelors in Elementary Education	Dept of Elementary Education	<p>CIE, University of Delhi</p> <p>Ambedkar University, Delhi</p> <p>Jamia Millia Islamia, Delhi</p>	<p>M.Ed/M.A Education</p> <p>M.A Psychology</p> <p>Education Sociology</p> <p>M.A Political Sc</p>

				Amity University  Lakehead University, Canada  Azim Premji University	M.A History  M.A English  M.A Developmental Psychology
2018-2019	07	B.Sc. Home Science (Honours)	Department of Fabric & Apparel Science	Institute of Home Economics (05) and Lady Irwin College (02)	M.Sc. Fabric & Apparel Science
2018-2019	10	BSc Hons Home Science	Food and Nutrition	Institute of Home Economics, Delhi University..4  Lady Irwin College, Delhi University..2  Banasthali University..2  Amity University..2	MSc Food and Nutrition
	12	Bsc Pass Home Science	Home Science	Institute of Home Economics, Delhi University..1  IGNOU...3  Banasthali University..4  Amity University..3	MSc Food and Nutrition
		BSc Hons Food			

		Tech???	Food Technology	SGT University Gurgaon..1	
<b>2018-19</b>	<b>Over 25</b>	<b>B.Sc. Hons Home Science</b> <b>B.Sc. Pass Home Science</b>	<b>Home Science</b>	<b>TISS, Ambedkar University, Lady Irwin College, Jamia Millia Islamia</b>	<b>Masters Programmes</b>
2018-2019	21/31	B.Sc. (H)Microbiology	Microbiology	DU, JNU, AIIMS, NCBS, BVP, Univ of Hyderabad, BBAU, DTU, Luknow university, BHU, IIT, Kurukshetra University, Punjab University, Amity univ, Chandigarh ACBR, Pune university,	Post graduation in microbiology , biotechnology, biomedical science, genetics , Moecular medicine etc.
2018-2019	80%	B.Sc Hons Home Science, specialisation - Development Communication and Extension	Department of Development Communication and Extension	Lady Irwin College, University of Delhi, Indian Institute of Mass Communication , Apeejay Institute of Mass Communication , Guru Jambheshwar University (Hisar)	M.Sc Development Communication, PG Diploma in Corporate Communication and Event Management, MA Mass Communication, Advertising and Public Relations,

					B.ed, Development Studies
2018- 2019	05				
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		01 + 12 + 4		FAS and FN DL01523562, 15055840	
SET					
SLET					
GATE					
GMAT					
CAT					
GRE					
TOFEL					
Civil Services					
State Government Services					
Any Other (CTET)		18		Nikita Gupta 114029633 Shivi Singh 16027334 Ritu 114031228 Manjari 81031414 Shivani 14035720 Vaishali Sadhak 113019277 Srishti Garg 14028412 Manisha Vats 15024255 Savita 8189228 Parul 15022381 Meenakshi Agarwal 12002729 Manisha Yadav 116021307 Jyoti Meena 87008659	

	CTET UPTET	Chetna 116024469 Sonam 16030360 Jyoti Kumari 16027813 Riddhi Sabharwal 14036733 Pooja Saini 16023206  113019028 2414322220
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#### 5.2.4 Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Participants
Poster Competition	Intercollege Competition at institutional level	Delhi University Colleges
Rangoli Competition	Intercollege Competition at institutional level	Delhi University Colleges
Just a Minute	Intercollege Competition at institutional level	Delhi University Colleges
Intercollege cuisine competition	Intercollege Competition at institutional level	Graduate and Post Graduate students of various colleges and universities
Quiz competition	Intercollege Competition at institutional level	Delhi University Colleges
Poster Competition	Intercollege Competition at institutional level	Delhi University Colleges
Micro Art	Intercollege Competition at institutional level	Delhi University Colleges
whisper challenge, 5.micro-ladder	Intercollege Competition at institutional level	Delhi University Colleges

#### 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
2019	Fellowship Jawaharlal Nehru Center for advanced Scientific Research (JNCASR) Summer Research Fellowship programme at IISC Banglore; Rs 10000 pm (2 month)	National				Ms Rashi Ladha

2019	Best poster award 3 <sup>rd</sup> prize for poster presentation	National				Ms Animan Tripathi
2018	Bronze Medal at National Yoga Championship 2018 held at Haridwar	National	Sports		Priya Sinha	Yoga
2018	GOLD MEDAL in UP State Yoga Championship Championship 2018	State	Sports		Priya Sinha	Yoga
2018	SILVER MEDAL in State Yoga Championship 2018 held at Maharaja Agrasen Global School, Rohini	State	Sports		Priya Sinha	Yoga
2018	Won GOLD MEDAL in Yoga Federation Cup Competition 2018 held at Ujjain, Madhya Pradesh	National	Sports		Yoga Team of the College (Priya Sinha, Tanya Dagar, Shruti Sharma, Kalpana Verma and Radhika)	Yoga
2018	Won BRONZE MEDAL in Junior and Cadet National Kurash Championship	National	Sports		Garima Tokas	Judo
2018	Won GOLD MEDAL in Open Delhi State Judo	State	Sports		Garima Tokas	Judo

	Championship					
2018	Won GOLD MEDAL in Intercollege Boxing Championship by Dayal Singh College	Inter-College	Sports		Garima Tokas	Judo
2018	Won GOLD MEDAL in Intercollege at LSR	Inter-College	Sports		Garima Tokas	Judo
2018	Won BRONZE MEDAL in Delhi University Intercollege	Inter-College	Sports		Garima Tokas	Judo
2018	Participated in Senior Asian Kurash Championship	International	Sports		Garima Tokas	Judo
2018	Participated in All India Senior Commonwealth Championship Trials	International	Sports		Garima Tokas	Judo
2018	Won BRONZE MEDAL in Senior National Championship	National	Sports		Mona Hooda	
2018	Won GOLD MEDAL in Delhi University Intercollege	Inter-college	Sports		Mona Hooda	
2018	Participated in Senior State Basketball Tournament 2018	State	Sports		Drishy Singh	Basketball
2018	Won GOLD MEDAL in District Senior Basketball Tournament 2018	District	Sports		Drishy Singh	Basketball

2018	Won BRONZE MEDAL in Junior State basketball tournament	State	Sports		Lavanya Sidhu	Basketball
2018	Won BRONZE MEDAL in Senior State basketball tournament	State	Sports		Lavanya Sidhu	Basketball
2018	Won GOLD MEDAL in Senior district basketball tournament	Distrcit	Sports		Lavanya Sidhu	Basketball
	First Prize at Chitkara University BITS Pilani, Motilal Nehru College, University of Delhi  Zakir Hussain College, University of Delhi  Dr. Bhim Rao Ambedkar University,  NIIT NEEMRANA  Jamia Milia Islamia University (Journalism Department)  IMS Ghaziabad	Inter-College	Cultural  Fashion Society POISE		POISE  President- Shreya Gautam  Secretary- Tanya Pahwa	Fashion
	First Runners Up at:  Ramanujan College , University of Delhi  Aurobindo College (Evening), University of Delhi  Bharti College, University of Delhi  Jamia Milia Islamia	Inter-College	Cultural  Fashion Society POISE		POISE  Shreya Gautam  Secretary- Tanya Pahwa	Fashion



	University (Department of Commerce)					
	Second Runner ups at  All India Insitite of Medical Sciences (AIIMS)  Kalindi College, University of Delhi  Swami Shradhanand, University of Delhi	Inter-College	Cultural  Fashion Society POISE		POISE  Shreya Gautam  Secretary- Tanya Pahwa	Fashion
	First Position at Benette University Asian Education group Apeejay Institute of Design Ranked 3rd	Inter-college		Cultural (Eleganz a- Dance Society)	Team Eleganza	Dance
	Third Position at Kalindi College, University of Delhi	Inter-college		Cultural (Eleganz a- Dance Society)	Team Eleganza	Dance

**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. The Institute conducts elections every year to elect student the Student Council.

To inculcate the leader ship qualities for the overall personality development of the college students, the sports student union is being nominated by the sports committee every year which consist twenty- twenty five members named as sports president, sports secretary student representatives of four houses and captains of college teams. There is a house allocation system for the staff and students of the college. There are four houses. Each house is led by one teacher house in charge and Three student representatives named as house captain, Vice-Captain and Asst. Captain. Inter house activities are conducted throughout the year. Inter house Matches, Debate and sports Quiz are to name some. The sports student union plays a vital role in conducting these events. The best house trophy on the basis of results of the activities held. The best participation trophy is also awarded on the basis of the highest number of participants from a particular house.

The students Participates in the inter college tournaments of DU as well as in the state and national tournaments and also in the invitational tournaments of the other colleges. The Teams participated in said tournaments are Athletics, Basket Ball, Badminton, Boxing, Chess, Judo, Taekwondo, Table Tennis, Power Lifting, Weight Lifting and Yoga. Regular Sports practice sessions are conducted for the team building with the help of sports student union throughout the year.

Self Defense, Marshal Arts, Jumba, Aerobics , Yoga & Meditation and Jim Training programs run by the department of Physical Education are the most favorite program / Activities of the students.

Department of Biochemistry has its own students science club named ANVESHAN where they routinely organises journal clubs, discussions and interaction with different faculties on current trends in biochemistry and related research. The group is also instrumental in organising departmental alumni meet annually.

### **5.3 Alumni Engagement**

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

Yes, The legal process for the registration of the Alumni Association was started last year. The concept note, Memorandum of association, Rules and Regulations, various affidavits for establishing the association has been duly prepared and approved by the governing body of the college.

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

Not Applicable

5.3.3 Alumni contribution during the year (in Rupees) :

Not Applicable

5.3.4 Meetings/activities organized by Alumni Association:

Various Departments of the college organized activities for their alumni around the year  
The Department Of Biochemistry organized an Alumni Meet on 6<sup>th</sup> April 2019. This was event attended by 20 alumni. The alumni interacted with the present batch students and shared their experiences and guided the students.

The Department of Resource Management and Design Application (RMDA) under the Department of Home science organized interaction with RMDA alumni during 'Academic day on 31<sup>st</sup> October and 1<sup>st</sup> November 2018 .

## **CRITERION VI –GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 Institutional Vision and Leadership**

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

#### **I) Decentralized election of office bearers/Decentralized governance/Strengthening decentralized practices:**

Our college practices participative management in its administrative and academic functioning. It has a tradition of having student council as a strong and vibrant body that brings forth concerns and ideas of students in important platforms. The transparent selection and constitution of students' union ensures equal participation of the students in the working of the institution. To have an informed student council, a well thought out criteria, i.e. decent academic and attendance record, was also set up for student contestants. These elections were presided by a committee that had teaching and non-teaching staff both, under the supervision of college principal. Students' union ensures equal participation of the students in the working of the institution and creates a legitimate space for alternate decision-making bodies leading to healthy discussions and more inclusive atmosphere for the students and teachers both. This facilitates IHE's strong faith in having decentralized feedback mechanisms for a more participative and democratic environment for the students. Last year, steps were devised to further strengthen this process by initiating elections in an online mode, to make the entire process transparent, systematic and efficient, as each student elected their representative by logging into their own student id. This would ensure confidentiality and better participation of students.

With student council at the college level, departments also have such societies and bodies where students preside as significant functionaries playing important role in inviting speakers, managing events, facilitating research atmosphere and contributing to the research environment of college. Media club stands as one such society which is by the students and for the students, where students take responsibilities of arranging talks, events, screenings, field trips and workshops, while also generating funds for the same. The participative management further comes to the forefront at the time of different academic festivals of departments as well as during the cultural festival. All the stakeholders like industry, teaching, non-teaching staff and the students put concerted efforts to bring these festivals to a certain fruition.

#### **II) Enhanced Mechanism for Purchase:**

The purchase through GeM and CPP which was introduced in our college earlier got further streamlined and institutionalized through the concerted efforts of teaching and non-teaching staff under the guidance and participation of our college Principal. This online system of purchase cuts across unnecessary bureaucratic hurdles saving the time and energy of stakeholders. Each department of our college can now directly purchase the necessary tools and equipments which are required for their efficient functioning. Important resources can be garnered now with utmost ease and competence. While ensuring efficiency and transparency, this system increases the possibility of public participation through its basic feature of public procurement. With purchase happening in online manner, the contracting authorities spread out at different levels of decentralization, allow different stake holders to participate, adding on to its social accessibility thereby creating decentralized

<p>mechanism instead of the earlier centralized process. To streamline the institutional purchase mechanism, the teaching and the non-teaching staff engaged in workshops, continuous deliberations through meetings and training workshops.</p>
<p>6.1.2 Does the institution have a Management Information System (MIS)? Yes/No/Partial:</p>
<p>Yes, the institute has a management information system operated through ILS (Imagination Learning Systems).</p>
<p><b>6.2 Strategy Development and Deployment</b></p>
<p>6.2.1 Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):</p>
<p><input type="checkbox"/> Curriculum Development</p> <p>The curriculum of the Home Science, Microbiology, Biotechnology, Journalism have been revised under the new LOCF curriculum. The M.Sc. curriculum of the Food and Nutrition, and PG course of Fabric and Apparel Sciences was also revised. This updated curriculum strives to match the best practices in the field and recent research developments enabling students to meet the demands of the industry and research.</p>
<p><input type="checkbox"/> Teaching and Learning</p> <p>The head of the institute with teacher in charges constantly discuss different hues of the curriculum and teaching-learning processes. Academic calendar and teaching plans are made before the beginning of the semester. Regular departmental meetings are held to further discuss theory papers, practicals, field projects as well as accompanying extension and outreach activities. A course coordinator is also assigned to keep the process in check.</p> <p>At IHE, with the lecture mode, the other modes of teaching-learning such as power point presentation, audio-visuals, projectors, screens are constantly updated and used by faculty to expose students to different media and technology for a more holistic learning experience. Field trips are also being organized as part of their curriculum to impart practical knowledge and to develop an understanding of the theory-practice linkages. Departments also organize academic week having seminars, talks, workshops, movie screenings and so on. Remedial classes are held for students requiring extra support.</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 exams, as well as mock practical exams are conducted in some departments to aid students in teaching learning process. The schedule for internal evaluation with task and criteria, date sheets of mid semester exams, mock practical</p>

exams and final practical exams are also informed to the students in advance.

#### Research and Development

A laboratory has been established, as part of the FIST grant (Funds for improvement in Science and Technology infrastructure) which was awarded.

Our college has in total 7 research projects, from which 4 were received last year. These projects were from reputed national and international research organizations and agencies like The Wellcome Group Trust, UNFCCC, Ministry of Women and Child Development, Nutrition Impact Solutions (NIS), University of Sydney, The DBT India Alliance and so on.

In total 62 research publications are published by faculty members at the national and international level journals. With this, 7 workshops/seminar were conducted by the teaching staff.

#### Library, ICT and Physical Infrastructure / Instrumentation

Our library is fully automated with ILMS at place. With this, it also uses an integrated multi-user library management systems that supports its in-house operations. Database can be accessed through OPAC available in the central library. The library has also 24 hour ERNET (Department of electronics) connection and access to many databases viz INGENTA, J-STOR, EBSCO, SCOPUS database and other online journals subscribed by the Delhi University library system and UGC. In the total corpus of 25,614 books and 23 journals in our library, 218 more books were added in the last year. Departments are also maintaining their individual departmental library for easy access of study material to students.

The Institute has several laboratories such as Physics, Chemistry, Biochemistry, Microbiology, Therapeutic Nutrition, Human Development, Apparel Designing, Clothing Construction, Resource Management, Communication and Extension, for further facilitating students' growth and learning.

The Institute also facilitates academic pursuits by providing them easy access to three computer labs equipped with 120 computers with the latest software and internet connectivity.

The Institute has developed a technologically sound state of the art audio studio, which is housed in twin sound proof rooms equipped with 16 channel analogy studio mixer, audio-monitor, speakers and two track soundcard. Recording and editing of radio programmes, video films and documentaries is also undertaken in the studio.

#### 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. Official email ids have been allotted to all the permanent faculty members for official purposes. The Director communicates with the teaching and non-teaching staff through official email groups.

<p>The staff participated in workshops and training programmes on Sexual Harassment Act, Sustainable Environment and skill training workshop.</p>
<p style="text-align: center;"><b>Industry Interaction / Collaboration</b></p> <p>The Department of Home Science signed MOU with Pearl Academy and Indian Pollution Control Association. While the former has an academic bent to it as the collaboration would take care of workshops and other academic activities, latter with its environment and community improvement focus would conduct awareness generation workshops on segregation of waste and converting organic waste into manure, under the project SORT.</p> <p>Students do their internship and dissertation with different government and private hospitals, media houses, publishers, public relations, advertising firms and non-governmental organizations. Teaching internships are carried out at MCD, NDMC, Delhi Government (DDE) Private and Public Schools. The departments have collaborated with various organizations like AIIMS, ICMR, IIT Delhi, IGNCA, Development Alternatives, Safe express, TERI, TARA, COWE, NCH to organize interactive sessions, academic week and lectures.</p>
<p><input type="checkbox"/> Admission of Students (admitted in 2018-19)</p> <p style="padding-left: 40px;">Under Graduate - 526 Post Graduate - 56 Diploma - 25 Ph.D - 4</p>
<p><b>6.2.2 : Implementation of e-governance in areas of operations:</b></p>
<p style="text-align: center;"><b>Planning and Development</b></p> <p>Our college is among the first few colleges of the University to completely automate the academic, administrative and accounts functionaries. It has implemented the Imagination Learning System (ILS)'s College ERP system to digitize its various processes. The campus is Wi-fi enabled to facilitate academic as well as research work. All the academic and administrative aspects of the Institute including attendance and internal assessment are fully automated and integrated. All the time tables are uploaded for better access. The college software provides interface among departments, updates notices for holding meetings and facilities generation of minutes. All the vacancies, tender notices, new notices and events are posted on the college website for easy accessibility. Program and course details can be accessed online.</p>
<p><input type="checkbox"/> Administration</p> <p>The functioning of administration is automated and it provides required facilities for employee data management. The teaching and the non-teaching staff can access their administrative and accounts related data through their profile. Salary slip can be accessed and are generated online. With this, grievances and complaints can also be made online. Official email ids have been allotted to all the faculty members for official purposes. The college Principal communicates with the teaching as well as non-teaching staff through official email groups.</p>
<p><input type="checkbox"/> Finance and Accounts</p>

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/images/notification/pros2018_19.pdf) and e-magazine Surabhi [http://www.ihe-du.com/images/misc/surabhi\\_2017.pdf](http://www.ihe-du.com/images/misc/surabhi_2017.pdf) could be procured online.

On getting admissions, each student is issued a RFID enabled card, which serves as an identity card and a library card. It enables them to check their attendance at the end of every month and the internal assessment at the end of every semester on the college website. Bulk SMS facility is used to convey pertinent messages. Students reports can also be generated online. Soon, assignments would be given online to the students and their submissions would be activated through the student management software. Feedback from students and faculty was taken online to ensure better practices.

#### ☐ Examination

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

### **6.3 Faculty Empowerment Strategies**

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

Year	Name of teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
				The earlier practice of providing support was withdrawn



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)
2018-19	Sexual Harassment of Women at the Workplace Act 2013: Rights and Responsibilities	Sexual Harassment of Women at the Workplace Act 2013: Rights and Responsibilities	20 <sup>th</sup> and 21 <sup>st</sup> Feb. 2019	8	14
2018-19	Towards a Sustainable Environment		12 <sup>th</sup> March, 2019	9	
2018-19		Enhancing PC Skills: Working with Data Efficiently	24 <sup>th</sup> May, 2019		25
2018-19	Workshop on QS rating		14 <sup>th</sup> Feb., 2019	25	
2018-19	Workshop on IPR: Its genesis, Significance and Compliance		13 <sup>th</sup> – 14 <sup>th</sup> Sep., 2018	12	
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 (from – to)	
FDP cum workshop on Climate across the curriculum: Resources for Integrating Climate Topics in Discipline- Specific Teaching at Sri Venkateswara College, DU		3		Two days, 13-14 <sup>th</sup> Oct, 2018	



FDP on Quality Assurance in HEIs: Reorienting teaching learning paradigm at RLA	3	One week, 15-19 <sup>th</sup> Mar, 2019
FDP on writing research proposal & addressing IPR related issues at RLA	3	Two days, 29-30 <sup>th</sup> Mar, 2019
Online Refresher course on Research Methods (SWAYAM)  (To be completed in four months)	1	May-June, 2019
Online ARPIT course on Gender (SWAYAM)  (To be completed in three months)	1	March, 2019
Paradigm Shift in Higher Education Organized by IQAC, Lakshmibai College, University of Delhi	1	One week, 16– 21 <sup>st</sup> Apr., 2019
Research Methodology & Research Publication organized by NIFTEM, Sonapat, Haryana	1	One week, 5- 9 June 2019
Metabolomics in Food and Nutrition Science Research: From Concepts to Applications, Organized by Central University of Haryana, Haryana	1	One week, 15-19 <sup>th</sup> Feb., 2019
Statistical Methods: Basic and Beyond' organized by Indian Spinal Injury Centre, New Delhi	2	One week, 13-17 <sup>th</sup> May 2019
Ethics in Research organized by Centre for Chronic Disease Control & Harvard T.H. Chan School of Public Health at Indian Institute of Public Health	2	Three days, 17-19 <sup>th</sup> Dec., 2018
Online Certificate course on Introduction to Public Health Reporting in India by UNICEF, Thomas Reuters Foundation and Indian Institute of Mass Communication	1	July 2018
Short course on Food and Environment organized by Public Health Foundation of India (PHFI), Centre for Chronic Disease Control (CCDC) and Harvard T.H. Chan	1	One week, 23 <sup>rd</sup> – 27 <sup>th</sup> July, 2018

School of Public Health at PHFI Gurgaon		
17 <sup>th</sup> Science Communication Workshop organized by The Wellcome Trust/DBT India Alliance at Indian National Science Academy, New Delhi	1	Two days, 24 - 25 <sup>th</sup> Sep., 2018
Capacity Building in Survey Research Methodology for Researchers and Faculty organized jointly by ICMR-National Institute of Medical Statistics, New Delhi and Institute of Applied Statistics and Development Studies, Lucknow at ICMR-NIMS, New Delhi	1	Three days, 8 – 10 <sup>th</sup> Oct., 2018
Research Methodology course organized by UGC-Human Resource Development Centre, Jamia Millia Islamia, New Delhi	1	One week, 4 – 7 <sup>th</sup> Feb., 2019
Annual Refresher Programme in Teaching (ARPIT) on Latest Trends in Pedagogy and Assessment	1	March 2019

6.3.4 Faculty and Staff recruitment (no. for permanent recruitment):			
Teaching		Non-teaching	
Permanent Nil	Fulltime	Permanent Nil	Fulltime
6.3.5 Welfare schemes for			
Teaching			
Non teaching			
Students	Student freeship for needy students. 29 students have availed freeship last year.		
6.4 Financial Management and Resource Mobilization			

<b>6.4.1 Institution conducts internal and external financial audits regularly (within 100 words each)</b>  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.				
<b>6.4.2 Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)</b>				
Name of the non government funding agencies/ individuals	Funds/ Grants received in Rs.	Purpose		
Nil				
6.4.2 Total corpus fund generated (during 1/07/18 to 30/06/19): Rs. 7,71,797/-				
<b>6.5 Internal Quality Assurance System</b>				
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)				
While we do not have registered PTA, attempts are constantly made to be in touch with them. College remains in touch with parents through various activities. Parents are invited for Orientation programme and Founders day, where they are oriented about the college, course, college committees and course prospects. Some of the departments also intimate parents when their wards are falling short of attendance.				
6.5.3 Development programmes for support staff (at least three)				
Training Programme on 'Enhancing PC Skills: Working with Data Efficiently'  Workshop on 'Sexual Harassment of Women at the Workplace Act 2013: Rights and Responsibilities'  Workshops on step by step process for Purchasing on GeM				
6.5.4 Post Accreditation initiative(s) (mention at least three)				
Community outreach program during POSHAN Pakhwara. Mental health society Voices was launched. Organic composting of natural waste has been initiated				

Initiation towards making the campus a zero-plastic zone. A laboratory with FIST grant (DST) has been established.				
<b>6.5.5</b>				
a. Submission of Data for AISHE portal : No				
b. Participation in NIRF : No				
c. ISO Certification : No				
d. NBA or any other quality audit : No				
<b>6.5.6 Number of Quality Initiatives undertaken during the year</b>				
Year	Name of quality initiative by IQAC	Date of conducting activity	Duration (from---- -to- -----)	Number of participants
2018-19	Sexual Harassment of Women at the Workplace Act 2013: Rights and Responsibilities	20 <sup>th</sup> and 21 <sup>st</sup> Feb. 2019	Two days	153
2018-19	Towards a Sustainable Environment	12 <sup>th</sup> March, 2019	One day	127
2018-19	Enhancing PC Skills: Working with Data Efficiently	24 <sup>th</sup> May, 2019	One day	25
2018-19	Workshop on 'QS Rating'	14 <sup>th</sup> Feb., 2019	One day	25
2018-19	Workshop on IPR: Its genesis, Significance and Compliance	13 <sup>th</sup> – 14 <sup>th</sup> Sep., 2018	Two days	50

## CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Title of the programme	Period (from-to)	Participants	
		Female	Male
1. A training programme on <b>‘Climate and Gender Smart Agricultural Practices’</b> was conducted in which training was imparted to around 100 women including women leaders.	June 2018	100	
2. A training programme was conducted titled <b>‘Opportunity and Challenges in Digital Literacy: Assessing the Impact of Digital Literacy’</b> . Training was imparted to poor women living in urban areas. The women were trained in digital skills such as saving phone numbers, texting, using WhatsApp and BHIM Applications, filing FIR, and booking appointments.	January 2018	100	
3. A nutrition education programme on the topic <b>‘Importance of Breakfast’</b> was carried out for school going children at a Resident Welfare Association.	12 March 2019	Total: 17 1: Teacher 1: M.Sc. student 12–15: School children	
4. A workshop and counselling session (in Hindi) on <b>‘Imparting Nutrition and Mental Health Education’</b> was conducted for the young adolescent girls at the Government Girls Senior	18 March 2019	Total: 52 One teacher, one Ph.D. student conducted the workshop for about 50 students	

Secondary School, Saket, New Delhi.			
5. Conference on <b>‘Promoting Food and Nutrition for Health and Wellbeing’</b> .	15 March 2019	15 teachers, 10 Ph.D. students, 18 M.Sc. students	8 non-teaching staff
6. <b>‘Nutrition and Health Education’</b> session was conducted in an Aanganwadi centre for the beneficiaries (pregnant and lactating women and adolescent girls).	22 March 2019	1 teacher, 6 M.Sc. students, 20 women	
7. A 2-day workshop was conducted on <b>‘Identifying &amp; Working with Young children with Special Needs’</b> for master trainers of NGO Pratham.	April 2018	20 students	
8. <b>‘Mental Health Society - Voices’</b> was launched to help the girl child.	February 2018 – Ongoing	50 students	
9. Training on <b>‘Digital Literacy’</b> for urban poor women was conducted in collaboration with Gender Resource Centres in slum colonies of Delhi.		150	

#### **7.1.2 Environmental Consciousness and Sustainability/Alternate Energy initiatives such as: Percentage of power requirement of the College met by the renewable energy sources**

The core principles and values of environment consciousness and sustainability are at the heart of the critical pedagogy practiced at the IHE. Such consciousness is inculcated among students, the staff, and participating members of civil society through a number of programmes, which are from time to time covered by members of the press for wider public awareness.

- Like every year, this year too, the college encouraged and actively promoted its students to be volunteers in NSS’s cleanliness drives. Our students have been actively participating in a number of activities under the **Swachh Bharat Abhiyan Programme**, which is organised throughout the year and has become an important feature of the college’s co-curricular thrust.

- The college operationalises its vision for environment through a number of other programmes. To this end, a campaign titled **“Save Water Campaign”** was organized in collaboration with **Joy of Learning Foundation**. The programme included awareness sessions on water crisis and water conservation. It included sessions on seed ball making and rain water harvesting strategies. The programme further went beyond mere spread of awareness to offering key guidance on navigating challenges arising out of the water crises and harvesting hurdles.
- The college has ensured that its campus and surroundings are tobacco and alcohol-free zones. To this end, the college conducts awareness programmes from time to time.
- A **plantation drive was conducted** to highlight the role of plantation efforts towards ameliorating pollution and climate change. Through such programmes, the college contributes to the global awareness of key concerns on climate change and tries to inspire action at micro level.
- A lecture-cum-discussion was conducted on **Wildlife Conservation** to raise awareness around wildlife and preservation of traditional knowledge from tribal communities in tackling wildlife problems. Towards the end of the programme, we saw students, teachers, and other participating members taking pledge to protect biodiversity at an individual level, because what is perceived to be global or macro always entails the local or smaller.
- An awareness generation workshop on segregation of waste and converting organic waste into manure was organised. The programme was conducted with the logic that organic waste has globally witnessed a steep increase over the years. Although it is put to substantial use in developed agricultural societies, organic waste has received very little attention in the developing world. The programme sought to focus attention to this very important environmental reality.
- At the Institute, we have radically reduced the usage of plastic and the campus has been made a complete zero plastic zone.

A number of programmes mentioned above offers a snapshot of the activities and programmes that our college has been conducting over the period of time. These programmes are predicated on the college’s core commitment to environment protection and conservation.

### 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		

Special skill development for differently abled students			Yes		B.El.Ed Students	
Any other similar facility			Yes		48	
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
2018-2019			August 2018 to March 2019	1. <b>‘Each One, Teach One’</b> (Students taught community children, adults, school dropouts)  2. <b>Education Mela</b>	Digital literacy, Food and nutrition, Gender equality, Digital financial literacy	150 students, 10 staff members
2018	3	3	November 2018	Researching Urban Poor Settlements	Addressed concerns around migration, social life in the settlements and education	50 students, 1 staff member
			November 2018- January 2019	Research on marginalised children in state-run schools of South Delhi	Exploring multiple and diverse worlds of children coming from the margins of the society. Also	50 students, 4 staff members



					understanding school as a modern institution (processes and practices). Children's negotiation with modern forms of schooling.	
			Oct 2018-Jan 2019	Issue-based projects	Exploring and understanding various social and systemic concerns around modern schooling and the relation it shares with children coming from the marginal sections of the society. Issues and concerns around school-community (those at the margins) interaction/ Interlinkages)	48 students, 13 members of faculty

#### 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)
<i>Handbook of Information</i>	June 2017	The handbook has become a standard manual for students of the college. It offers them a comprehensive guidance about their courses and outlines in detail some of the core and basic elements of the curriculum such as code of conduct, rules of attendance, assignments, internal

		assessment, grievances redressal and other procedural details of fees, freeships, exams, etc. The handbook is updated every year to incorporate necessary changes or additions.
7.1.6 Activities conducted for promotion of universal Values and Ethics		
Activity	Duration (from-----to ----- )	Number of participants
<p>Universal values and ethics have always been guiding teaching/learning at the IHE. To this end, students are exposed to a wide variety of orientation programmes and audio-visual productions to understand the importance of ethics in education and professional practice. They are shown inspirational films, TED Talks, and other similar motivational programmes that inculcate a sense of appreciation and promotion of ethics in their personal and professional lives. Group discussions are held in order to prepare students for the wider audience out there in the field. Hence, we prepare them for leadership roles in order to be potential change makers in the society. It is hoped that they embrace such roles after they finish their studies at the college. A lot many students have proved this and they make our college so proud. Furthermore, the college has an ethics committee for screening of research work. The committee consists of eminent members who offer guidance and correctives to PhD, postgraduate and</p>	Ongoing	

graduate students.		
<p><b>7.1.7 Initiatives taken by the institution to make the campus eco-friendly (at least five)</b></p> <p>A number of sustainable development initiatives have been initiated in our college such as:</p> <ul style="list-style-type: none"> <li>• Operating of eco-club named ‘Prakritik’. The club works towards raising of awareness and micro-level action on issues surrounding the environment.</li> <li>• Installation of Aerobins to convert organic waste into compost under project S.O.R.T (<b>Segregation of Organic-Waste for Recycling and Treatment</b>).</li> <li>• Introduction of green and blue dustbins towards an understanding of segregation of biodegradable and non-biodegradable waste to comprehensively save the environment.</li> <li>• Students have been advised to present and cover their practical manuals with used paper, thereby at once demonstrating creative thinking and inculcating the habit of resource management through reuse of paper and other items for printing.</li> <li>• The use of plastic file covers for classroom assignments has been decreased. The aim is to eventually make assignment submissions a plastic-free exercise.</li> <li>• Plantation takes place in the college during every rainy season. The idea is to create a substantial green cover that becomes an example for local communities and other institutions to emulate.</li> <li>• The college maintains a rain harvesting system and also possesses a Vermicomposting unit.</li> <li>• At the Institute, we conduct programs on recycling of waste materials from time to time.</li> <li>• Habits of environment protection and conservation are inculcated among students through various environmental education trips to areas that are rich in biodiversity and ecosystem.</li> </ul> <p>e-waste .</p>		
<p><b>7.2 Best Practices</b></p> <p>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</p> <p><b>1. Waste management:</b> The college has initiated the practice of sorting waste and converting it into compost through Aerobins, which have been established under the project S.O.R.T. (Segregation of Organic Waste for Recycling and Treatment) Inclusive/critical pedagogic practices. Through this practice, our college takes a step ahead in inspiring a socio-political changetowards treatment of bio-waste at an institutional level. It has allowed us to reimagine the notion of waste at the level we are treating it.</p> <p><b>2. Learning visits:</b> Visits are conducted to innovative/alternative/progressive centres of learning in different parts of the country towards a more cohesive learning-teaching and research orientation. Though these visits, our students get an opportunity to engage with quarters closer andfarthest to theirs and in so doing opens their minds towards broader possibilities in higher education and professional practice.</p>		

**3. Field work:** Closely related to the component of leaning visits, the college sends students to field to expose them to experiential learning with an empirical grounding towards an appreciation of layered social realities and its impact on education. Over the years, we have observed that students conducting and completing their fieldwork become much more sensitive to detail and other perspectives and eventually broadens their understandings about the subject matter they study and work on. The college has been further strengthening this practice and each department shows keen interest in it. Furthermore, based on the regular feedback from students, fieldwork is indeed one of the best practices of the college.

### 7.3 Institutional Distinctiveness

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

During the last 26 years, the Institute has been engaged in an intense practice of community engagement. Through its flagship programmes, the college reaches out to the wider society and addresses issues of critical importance such as imparting education and skill among unskilled and illiterate women. This extension work is perhaps, among many others, the most distinctive feature and thrust of the college. Our students, realizing the power of education for social change, are very much aware about leading the way when it comes to demonstrating this vision beyond the confines of the classroom. Students demonstrate this vision through various impactful programmes such as **‘Each One, Skill One’** and **‘Each One, Teach One’**.

In operationalising these programmes, around 150 students of the 5th Semester of the Home Science Programme adopt learners, preferably women aged between 15 and 40 years, from lower socio-economic background, residing in and around their neighbourhood. Those who have never been to school or are drop-outs are the potential targets of these programmes. In imparting literacy training, students collaborate with various NGOs working in the field of adult education, thereby increasing the scope of training-learning sessions.

Before students adopt learners, a ‘needs assessment’ of each learner is conducted. Based on this assessment, functional literacy and skill training modules are designed, according to which training and skills are imparted to the learning women. This is followed by a pre- and post-test on basic literacy on the learners to assess the change in literacy level. Apart from general literacy, hands-on training is offered to learners through 100–150 hours of contact to improve the quality of their everyday life as well as income generation. The skills thus imparted range from digital and computer literacy skills to conduct of bank accounts and phone recharges.

Towards the ends of these steps, the learners from diverse areas are brought together under a common platform of **literary mela** in the college premises. The mela offers a great learning atmosphere to these learners who have the chance to visit interesting and informative stalls that focus on health, nutrition, family planning and economic participation of women for income generation.

It is through programmes like these that the college has been able to sensitize students to the needs to the community. This in turn makes students more socially responsible in an age that is driven by market forces. Extension work thus keeps our students grounded to the social realities of our local communities and inspires them to garner socio-economic action at the most basic level.

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

### **1. Environment Awareness and Action**

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

### **2. Industry Engagement**

At IHE, it has been our constant endeavour to expose students to the field, industry, and other actors from the social sector. We do this through fieldwork and visits to research and other allied institutes. We will strengthen this component further to make it beneficial to more students because we believe that students, after graduating from the college, become much more attuned to the complex realities of the society. We thus inculcate in them a sort of advance knowledge of the functioning of the industry ahead of joining it. We have observed that exposure of students to industry earns them a lot of dividends, whether material, professional, or intellectual. The Institute will continue engaging with the industry.

### **3. Strengthening Placement Cell**

A core plan of action at our Institute will be strengthening of the placement cell and establishment of an alumni association. We already have a placement cell in place while the necessary approvals for the alumni registration are ongoing. The existing placement cell will become much more vibrant concurrent to the birth of the alumni association. The robustness of the placement cell will witness more on-campus placements. On the other hand, after it becomes a registered body, the alumni association will conduct events in the college. Sponsorships for these programmes will come from our alumni who hold high positions in government, non-government, and corporate sectors. This will in turn make our placement cell stronger because of the network that our alumni have to offer.

### **4. Focus on Multidisciplinary Research**

Concrete steps towards initiating multidisciplinary and interdisciplinary research will be taken, which will orient our students and scholars to questions of great importance to humanity like climate change, poverty, and the decline of moral values and ethics. In doing so, the Institute will contribute research in studying such issues from multiple epistemologies and methodologies, thereby offering newer perspectives to problems while suggesting correctives at the level of policy and practice. The Institute will collaborate with other research centres across the country and beyond to produce valuable knowledge for its wider application in stimulating change towards the enhancement of human condition.

### **5. Harnessing the Power of Media for Education and Research**

The Institute will harness the power of media, mainly social media, towards social awareness. Since social media have become predominant, its right use among

students will be demonstrated. We will train students to channelize social media effectively as a tool of edutainment.

Name \_\_\_\_\_

Name

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Signature of the Coordinator, IQAC  
Chairperson, IQAC

Signature of the

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**Abbreviations:**

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

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For Communication with NAAC

**The Director**

**National Assessment and Accreditation Council (NAAC)**

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