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

(For Affiliated/Constituent Colleges)

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

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

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

NAAC

VISION

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

MISSION

- *To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*

- *To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*

- *To encourage self-evaluation, accountability, autonomy and innovations in higher education;*

- *To undertake quality-related research studies, consultancy and training programmes, and*

- *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

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

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

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Introduction

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

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

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

IQAC – *Vision*

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

Objective
The primary aim of IQAC is

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Strategies

IQAC shall evolve mechanisms and procedures for

a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;

b) Relevant and quality academic/ research programmes;

c) Equitable access to and affordability of academic programmes for various sections of society;

d) Optimization and integration of modern methods of teaching and learning;

e) The credibility of assessment and evaluation process;

f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;

g) Sharing of research findings and networking with other institutions in India and abroad.

Functions

Some of the functions expected of the IQAC are:

a) Development and application of quality benchmarks

b) Parameters for various academic and administrative activities of the institution;

c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;

d) Collection and analysis of feedback from all stakeholders on quality-related institutional processes;

d) Dissemination of information on various quality parameters to all stakeholders;

e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;

f) Documentation of the various programmes/activities leading to quality improvement;

g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;

h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;

i) Periodical conduct of Academic and Administrative Audit and its follow-up

j) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.

Benefits

IQAC will facilitate / contribute to

a) Ensure clarity and focus in institutional functioning towards quality enhancement;

b) Ensure internalization of the quality culture;

b) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;

c) Provide a sound basis for decision-making to improve institutional functioning;

d) Act as a dynamic system for quality changes in HEIs;

e) Build an organised methodology of documentation and internal communication.

Composition of the IQAC

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

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution

2. Teachers to represent all level (Three to eight)

3. One member from the Management

4. Few Senior administrative officers

5. One nominee each from local society, Students and Alumni

6. One nominee each from Employers /Industrialists/Stakeholders

7. One of the senior teachers as the coordinator/Director of the IQAC

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

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

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

☐ It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.

☐ It is advisable to change the co-ordinator after two to three years to bring new thoughts and activities in the institution.

☐ It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination and planning and development.

☐ The management representative should be a person who is aware of the institution's objectives, limitations and strengths and is committed to its improvement. The local society representatives should be of high social standing and should have made significant contributions to society and in particular to education.

The role of the coordinator

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

Operational Features of the IQAC

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

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

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

The Annual Quality Assurance Report (AQAR) may be the part of the Annual Report. The AQAR shall be approved by the statutory bodies of the HEIs (such as Governing Council/ Executive Council/Board of Management) for the follow up action for necessary quality enhancement measures.

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

Revised Accreditation Framework

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

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

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

Mandatory Submission of AQAR by IQAC

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

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

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

- Upload the AQAR's on institutional website for access to all stakeholders.

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

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

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

Part – A

Data of the Institution

(data may be captured from IIQA)

1. Name of the Institution: **Institute of Home Economics**

- Name of the Head of the institution: **Dr. (Mrs.) Geeta Trilok-Kumar**
- Designation: **Director**
- Does the institution function from own campus: **Yes**
- Phone no./Alternate phone no.: **011-46018108**
- Mobile no.: **9650559995**
- Registered e-mail: **principal@ihe.du.ac.in**
- Alternate e-mail: **NIL**

- Address   : **F-4, Hauz Khas Enclave**
- City/Town   : **New Delhi**
- State/UT   : **Delhi**
- Pin Code   : **110016**

2. Institutional status :

- Affiliated / Constituent: **Constituent**
- Type of Institution: Co-education/Men/Women: **Women**
- Location: Rural/Semi-urban/Urban: **Urban**
- Financial Status: Grants-in aid/ UGC 2f and 12 (B)/ Self-financing (please specify): **Grant-in-aid + Self-Financing**
- Name of the Affiliating University: **University of Delhi**
- Name of the IQAC Co-ordinator: **Dr. Parveen Pannu**
- Phone no.: **NIL**
- Alternate phone no.: **NIL**

- Mobile: **8860870664**
- IQAC e-mail address: **iqac@ihe.du.ac.in**
- Alternate Email address: **NIL**

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

       Web-link of the AQAR: ((2018-19):

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

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

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

Weblink: **http://www.ihe-du.com/index.php?option=com_content&view=article&id=121&Itemid=107**

5. Accreditation Details:

Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	**"A"**	**3.13**	**2016**	**Five Years**

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

7. Internal Quality Assurance System

7.1 Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & duration	Number of participants/beneficiaries
'Quality of Journalism in the post truth Era' in collaboration with Department of Development Communication and Extension & Journalism	October 18, 2019	120

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

8. Provide the list of funds by Central/ State Government:

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Institute of Home Economics	Star College Fund	DBT	(2017-2020) 3 Years and sanctioned extension for two more years	Rs. 29,00,000
Institute of Home Economics	FIST Grant	DST	Received in October 2017. Request for modification accepted in 2020	Rs. 92,50,000
Dr. Geeta Trilok-Kumar	Research Project	The Wellcome Trust, UK/ DBT India Alliance	(2018-2023) 5 Years	Rs. 4,29,21,974

Dr. Geeta Trilok-Kumar	Research Project	DBT	(2018-2020) 2 Years	Rs. 58,02,517
Dr. Geeta Trilok-Kumar	Research Project	Bill and Melinda Gates Foundation – (BMGUF through BIRAC)	(2016-2021) 2+3 Years	Rs. 8,34,100
Dr. Ruchira Das & Dr. Jyoti Dalal	Research Project	ICSSR	(2020 -2022) 2 Years	Rs. 9.5 Lacs
Dr. Seema Puri & Dr. Nidhi Gulati	Research Project	Delhi Commission for the Protection of Child Rights	(2019- 2020)	Rs. 3.42 Lacs
Dr. Savita Aggarwal	Research Project	UNFCCC, UNDP	(1 Nov. 2017–31 Dec. 2020)	Rs. 28 Lacs
Dr. Seema Puri	Research Project	The University of Sydney and World Bank	(2018-2019) 15 Months	Rs. 4,012,680
Dr. Seema Puri	Research Project	WHO SEARO	(August 2019 – December 2020)	Rs. 5,98,500

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.

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

Yes/No   **Nil**

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)

- Efforts towards 'Green IHE' were initiated by conducting various plantation drives throughout the College.
- We tried to make the campus a "plastic free zone" and hopefully will continue to do so in the coming academic year. All kinds of plastic items were banned on the campus. A small step towards this was replacement of plastic water bottles with glass bottles.
- The campus successfully worked towards converting the organic waste into compost with the use of biocomposters as well as compost pits using vermicomposting.
- The College facilitated enhancement and upgradation of virtual teaching-learning system during the pandemic.
- The College formed a Counselling Committee, which aims to help and support students in case of any social, psychological or emotional problems during the era of enforced lockdown.

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
Make the teaching-learning process interactive	Various interactive sessions such as seminars and workshops were organised to facilitate the teaching-learning process during the offline mode. E-Learning was implemented fully during the pandemic.
Upgradation of infrastructure	ICT initiatives were started with the installation of LCD Projectors in theory rooms of the College. A state-of-the-art conference room has been set up under FIST grant. Also, E-classrooms were planned and were smoothly implemented during the online mode of teaching.
Focus on increased placements of students	The industry and social sector linkages with the students were strengthened leading to an increase in placement opportunities.
Need for Counselling especially during the pandemic	A counselling committee catered to the emotional and psychological needs of the students of the College.
Strengthen bonds with Alumni and tap into their networks	Approval for the registration of alumni association has been given by the Governing Body of the College and the process of its constitution has been initiated.
Faculty enrichment	Various workshops were organised to strengthen the offline as well as online teaching by the Staff.

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: **YES**

    Year: **October 01, 2018 - September 30, 2019**

    Date of Submission: **February, 2020**

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 Imagination Learning System (ILS) in place has strengthened the functioning of the College. It offers stakeholders great opportunities in technological convergence and the system is being made more compatible with the growing needs of students, faculty and non-teaching staff alike. ILS functions at multiple levels:

(a) *Record of students*: ILS, as a management information system, is used to keep record of all the students of the College. The data of the students, along with their details related to the admission, generation of ID Cards and withdrawals are maintained on the ILS. Furthermore, ILS also offers students greater facilities in accessing and updating their personal information. The auto-allocation of class sections is also being done through ILS.

(b) *Fees***:** The allocation of fees for each course as per University guidelines, along with the record of the payment of fees and printing of the receipts, is being maintained through ILS.

(c) *Academic assessment*: ILS provides a platform to maintain details of papers for all the semesters and courses. There is a provision for uploading the timetable too. The records of attendance and internal assessment are maintained on the management platform. The students also get access to check their internal assessment marks and attendance. Consolidated reports for each course, paper and section can be generated through the ILS.

(d) *Maintenance of staff record*: There is a systematic method of maintenance of records of staff through ILS. Each staff member is provided with an account on ILS which is being used for various purposes such as entering attendance, recording the internal assessment marks, etc. Pay slips of the staff are maintained on ILS and can be accessed by all the staff members. This comprehensive employee data management system also maintains service records.

(e) *Library*: ILS is used for the management of books and journals in the library. Each book is given a barcode, the information of which is entered on ILS. The students can access ILS and web based OPAC to locate required books and journals in the library.

(f) *Other activities*: There is also a facility for an online survey feedback from students and the staff. Significantly, there is a provision for conducting Student Unions' Elections through ILS.

(g) *SMS facility for staff and students*: The college has a facility to send bulk SMS to students in case a message has to be shared with all the students at any given point in time. This facility has been widely used during the lockdown to convey messages and instructions to students.

(h) *Official email IDs*: Each faculty member and every student has also been issued an official email address for all the official work including classes and communication of other official matters.

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

Under Learning Outcome based Curriculum Framework (LOCF) and Choice Based Credit System (CBCS), the college has leveraged the system to provide students maximum available flexibility in choice of courses. The crucial aspect of excellence at IHE is the quality of its teaching–learning programmes that are not restricted only to the classroom but include a range of enriching activities. For all courses at IHE, we strictly follow the curriculum prescribed by the University of Delhi. The rules and regulations of the university are rigidly followed in terms of organizing the layout of the curriculum delivery, the total number of lectures, tutorials and practical classes that are to be conducted for each paper every semester. The curriculum of all the courses is displayed on the website of University of Delhi. This academic year was a blend of online and offline teaching learning activities. Effective implementation of the curriculum is always ensured.

- University of Delhi underwent major restructuring of its undergraduate programs to Learning Outcome based Curriculum Framework (LOCF) & Choice Based Credit System (CBCS). There has been an extensive process of curriculum development in which the entire college faculty was intensively involved.
- Intra-department meetings by the Teachers-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, field trips, seminars, workshops and discussions.
- As a review mechanism, conduct of regular meetings within each department and feedback mechanism ensures changes in the strategy and action plan. These are then incorporated on a timely and need-oriented basis.
- Work load of each department is discussed by the Teachers-in-charge with the Director of the Institute before the commencement of each academic year.
- 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 every new semester.
- Teachers are encouraged to plan and prepare their lectures. They give their requirements for any new books, teaching materials and equipment needed for teaching the particular course before the beginning of new semester.
- Each topic/unit in the syllabus, for theory and practical, is allocated a definite time period in which it has to be covered through a systematic time plan.
- 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 mid-term exams, assignments, quiz, surprise tests etc.
- All the assessed answer sheets and the assignments are submitted in the department and maintained for records and further reference if need be.
- The students are given opportunity to be a part of small innovative projects in order to generate their research interests and to enhance their critical skills.
- To strengthen practical skills among students, multifarious activities like workshops, seminars, webinars, field trips and virtual live sessions are organized.
- Series of webinars were organized by all the departments with an aim to get students to interact with the professionals from the industry and gain specialized knowledge, especially at the time of pandemic this year, to continue with the teaching learning process.

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
Child Development, Special Needs and Learning	NIL	15th January-15th November 2020	The certificate course enhances skills and competencies of participants who wish to work with young children, or in the education sector. The course helps them get jobs / promotions with NGOs and schools working at ground level.	Enhances the skills and capacities of the participants to engage with ideas of constructivism, and identify children with special needs, creating an inclusive learning environment.
Understanding the Nature and Structure of Human Language		20th April2020 (3 weeks course)	The course makes the participants better-equipped teachers to handle issues of language diversity in learners. It also prepares them to understand and deal with aspects of what are perceived as speech disorders among young children.	Enable students to distinguish between basic concepts of human language structure and to appreciate the variety as well as universality in human languages.

'Smart Edge: An Employability Enhancement Program'		9th-12th October 2019	This Employability Enhancement Program has been designed to bridge the gap between skill sets desired by the corporate world. Case studies, Skill-building exercises, group projects, assignments, presentations, interaction with the experts from the industry and real-life simulations were an integral part of the program.	The program encompassed modules on building interpersonal skills, personality enhancement, employability enhancement, job specific skill development and soft skills development (such as communication skills, presentation skills, interview techniques, public speaking).
'Smart Edge: An Employability Enhancement Program'		2nd March-19th September 2020	This Employability Enhancement Program has been designed to bridge the gap between skill sets desired by the corporate world. Case studies, Skill-building exercises, group projects, assignments, presentations, interaction with the experts from the industry and real-life simulations were an integral part of the program.	The program encompassed modules on building interpersonal skills, personality enhancement, employability enhancement, job specific skill development and soft skills development (such as communication skills, presentation skills, interview techniques, public speaking).

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
CBCS	B. Sc. (Hons) Biochemistry B. Sc. (Hons) Food Technology B. Sc. (Hons) Home Science B. Sc. (Pass) Home Science B. Sc. (Hons) Journalism B. Sc. (Hons) Microbiology	M. Sc. Fabric and Apparel Science M. Sc. Food and Nutrition - Post Graduate Diploma in Dietetics and Public Health Nutrition		2015	2019
LOCF	B. Sc. (Hons) Biochemistry B. Sc. (Hons) Food Technology B. Sc. (Hons) Home Science B. Sc. (Pass) Home Science B. Sc. (Hons) Journalism B. Sc. (Hons) Microbiology			2019	

*Already adopted (mention the year) Note: The 4-year Bachelor of Elementary Education (B.El.Ed.) course runs in Annual Mode

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

No of Students	Certificate	Diploma courses
52	Smart Edge: An Employability Enhancement Program'	NIL
30	Smart Edge: An Employability Enhancement Program'	
48	Child Development, Special Needs and Learning	
20	Understanding the Nature and Structure of Human Language	

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
One Day Course on Expressive Art Therapy Organized by Voices, Mental Health Group, HDCS	12 Feb., 2020	50
One Day Session on Dance Therapy Organized by Voices, Mental Health Group, HDCS	23 Oct., 2019	45
'Life is a Game Play it'- 8 module programme for students to prepare them for future challenges Sri Sathya Sai Seva organisation	July 2019	100

1.3.2 Field Projects / Internships under taken during the year

Project/Programme Title	No. of students enrolled for Field Projects/Internships
PG	
National Handicrafts and Handloom Museum, New Delhi.	03
Creative Impression, Gurgaon.	02
Madan Trading Company Pvt. Ltd., Faridabad.	01
Aloka Exports, Noida	01
Opera Global Private Ltd., Noida.	01
Spirit of India Export Pvt. Ltd., Noida.	01
Laj Exports Ltd., Gurgaon.	01
Community Nutrition Unit, AIIMS.	06
Ishi Khosla's diet clinic	05
Pepsico	03
Nutrition Foundation of India	03
Mrida Group	03
Lok Nayak Hospital	05
Max Super speciality Hospital, Saket.	04
B.L. Kapoor Superspeciality Hospital	03
St Stephen's Hospital	03
Ram Manohar Lohia Hospital	02
Max Super speciality Hospital, Shalimar Bagh.	02
Sir Ganga Ram Hospital	02

Akash Super Speciality Hospital	02
Apollo Hospital	01
Medanta Medicity	01
Project: Implementation of food safety, health and sustainability requirements as per FSSAI's Eat Right Campus in IHE Cafeteria	07
UG	
Internship/Practice teaching programme at the state-run schools of Delhi	48
Marie Stop International	02
The Sankalp NGO	02
Centre for Study of Developing Societies (CSDS)	02
Breakthrough	02
News Era	02
House of Meraki	02
Igniting Young Minds & Leaders for Tomorrow	01
SPYM	01
India Lost & Found	01
Baatein	01
India Film Project	01
AASRA NGO	01
Internshala&Triedge Solutions	01
International Model United Nations (IMUN)	01
Fantix Publication	01
Mobile Crèches	01
The Hindustan Times	01
The Asian Age	01
Madison PR	01
The Indian Express	01
The Hindu	01
India Today	01
PRAG	01
Mikevents	01
Jolibon	01
Red leaf	01
Bhagwan Parshuram Institute of Technology	03

Student Project: Block Printing of cotton with natural black dye using various mordanting techniques	60
Field Project: Community outreach to skill the marginalized students to hand sewn cotton utility bags	10
Project: Case-Series on Extreme Approaches for Weight Loss Among Adolescent Girls	23
Project: Implementation of food safety, health and sustainability requirements as per FSSAI's Eat Right Campus in IHE Cafeteria	03
Project: Single subject case studies on lifespan development focused on adolescent and young adult	200
Project: Case studies on Sociological and Cultural Diversity in making of India	200
Survey by Students on Child Rights	70
Online Survey to explore gender stereotypes among young adults	20
Field based Projects and Internships at the Shelter and Vocational Training Centre for Street Children, Jamghat and Ekjut	12
Internship at National Association for Blind	06
The department lab school, Aarambh also provides internship opportunities to students from IHE, IGNOU, NIOS, Vocational Teacher Training College and Ambedkar University.	45
Green Peace India	10
Indian Pollution Control Association	01
An educational trip/Field trip to Mughal Garden	120
Forest Walk, Birds and Butterfly watching	40
Electron Microscopy (Including SEM, TEM, AFM) Effect of Radiations on the cell at IUAC	30
Fermentars and Instruments for Downstream Processing used in Microbial Industries at SBT, JNU	30
Alga Micro propogation, Biofertilizers, Bioremidiation at IARI	30
Animal facilities, Green House, Biofuel, Algae culture at ICGEB	30
Sonicator at Department of Zoology, University of Delhi	30
Delhi Milk Scheme (quality checking and effluent treatment)	03
Healthy Aging India (NGO)	03

Biolim	03
JNU (training program)	01
TERI- The Energy and Resources Institute, New Delhi	01
Food Corporation of India	01
Content writing internships at Theatreleela Acting Studio and IPUBuzz	01
Parle Agro lab Industry, Career advisor at Career360	01

1.4 Feedback System

1.4.1 Whether structured feedback received from all the stakeholders.

1) Students	2) Teachers	3) Employers	4) Alumni	5) Parents
Yes/ No	Yes/ No	Yes/ No	Yes/ No	Yes/ No
Yes	No	No	No	No

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

Students are asked to provide feedback regarding teaching-learning methods, assessment and curriculum. Concurrently, they also receive assessment and regular feedback about their assignments and examinations. Simultaneously, instructors also receive feedback formally and informally from students. The IQAC implores quality-based feedback and propositions from students through online feedback forms.

Further, departmental level feedback is also taken from faculty and students to augment the teaching-learning process. Department maintains evaluation records, result analysis and feedback from students and has faculty meetings to adopt ways to improve teaching learning processes and outcomes. Intensive discussions on curriculum, teaching methodologies and assessment are undertaken which are then intertwined into the existing curriculum practices, so as to improve the system. 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

While in our college, faculty has been affable and uses ground-breaking methods of teaching, they are further reinforced based on students' feedback. Hence use of ICT's, field visits, course orientation and its future prospects are some of the aspects that are further augmented.

The college has organized several training programs for faculty members to acquaint themselves with the use of computers, generic and specific software and IT tools. All the faculty members have undergone training to use different platforms for online teaching during this pandemic.

An online feedback using survey method to assess the effectiveness of the online teaching learning process undertaken during the pandemic of Covid19 was conducted. The questionnaire was created using Google forms and was shared on the college website. It was password protected to ensure access being only given to the students of IHE.

The students reported that the main gain of online training were the reduced cost and time because of not having to commute to college, which also left them less exhausted. Some other benefits included convenience and ease of being at home, flexibility in terms of timings providing them extra time to do self-study, availability of study material, access to experts through virtual media and safety in times of COVID pandemic.

http://www.ihe-du.com/images/notification/feedback_report.pdf

CRITERION II -TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1. 1 Demand Ratio during the year

Name of the Programme	Number of seats available	Number of applications received	Students enrolled
B.Sc. (Hons) Biochemistry	34	Centralized data available with the competent authority.	25
Bachelor of Elementary Education	55	Centralized data available with the competent authority.	53
B.Sc. (Food Technology)	35	Centralized data available with the competent authority.	35
B.Sc. (Hons) Home Science	101	Centralized data available with the competent authority.	93
B.Sc. (Pass) Home Science	238	Centralized data available with the competent authority.	229
B.A. Journalism	51	Centralized data available with the competent authority.	50
B.Sc. (Hons) Microbiology	34	Centralized data available with the competent authority.	32
M.Sc. Foods and Nutrition	21	Centralized data available with the competent authority.	20
M. Sc. Fabric and Apparel Sciences	17	Centralized data available with the competent authority.	9
Diploma in Dietetics and Public Health Nutrition	41	Centralized data available with the competent authority.	20

2.2 Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of full-time teachers available in the institution teaching only UG courses	Number of full-time teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses

2019-20	1 6 4 6	76	56	-	32

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 class-rooms	E-resources and techniques used
July to December 2019 January to June 2020	88 88	The various ICT tools and resources available to the faculty are: Projectors, Laptops, Desktops, Printers, Book visualisers, LCD projectors, speakers, sound amplification system, audio studio with audio recording and editing facilities. Televisions, DVD Players, photocopy machines.	11 Classrooms and 1 conference room 32 classrooms are Wifi-enabled	Nil	Online classes through Google Meet and Google Classroom, Uploading of content on college website, Programs of HRD ministry - SWAYAM and Pathshala, Slide Share, Youtube, e-books and e-Journals, Online videos, Podcast AUTO - CAD and 3ds -MAX software

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

The College has an ongoing, strong, student centric mentoring system. The aim is to help students grow academically, professionally and at a personal level. This system bridges the gap between the teachers and the students. It creates an open channel and a better environment in college where students can comfortably approach teachers for both educational and personal guidance. Each faculty member is assigned a group of about 20 students for mentoring. The advisor is usually one of the teachers teaching any of the courses in that class and has a constant, almost daily connection with them. The faculty member is always approachable and students are advised to meet that particular teacher for any kind of problems and difficulties they may experience in college. The Teacher counsels, advises and regularly monitors 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 college has an **Enabling unit** to provide guidance, counselling and mentoring to students with disabilities. **Equal opportunity cell** of the college aims at providing support to the students belonging to disadvantageous groups including SC/ST/OBC/EWS/Minority etc**. Anti-ragging committee**, **committee for the students from north eastern states** help freshers to adjust to new life inside and outside College**.** The faculty members from **Department of physical education**, **NSS unit** and **Placement cell** of the College help and guide students throughout their coursework towards reaching their full potential. The **Department of Human Development and Childhood Studies** engages in face-to-face counselling for the students in the College. The department also supports students by providing references to adolescents' mental health clinics.

In 2019-2020 various methods and strategies were employed to make learning more student-centric and to ensure the holistic development of the students. Various theoretical concepts were discussed with the students and practical learning experiences were also given to make them understand the real-world applications of the concepts, using real life examples, scenarios, visuals, and videos. Alumni visits and virtual meets were also organized to motivate them for higher studies and entrepreneurship alike. It helped students articulate and define their goals and they got a chance to discuss the higher education and career options that they wished to gain clarity about. Students were informed of the available career prospects and the paths towards achieving the same. Numerous summer internships and projects were also discussed with them. This provided them to explore possibilities available to them in the job market. Over and above this there were three student advisors who supervised all student activities and were constantly available for any student related issues: curricular, co-curricular and extracurricular. They were constantly guiding and supporting the student's union as well to ensure the smooth conduct of all College functions and activities.

Through this mentoring system, it was possible to look into individual problems faced by students which they might hesitate to share with others. This was possible as the mentoring faculty was available to the students both for discussions in groups or for solo sessions as well. Even during the time of pandemic, the faculty members kept students updated about the online teaching-learning process. The mentoring process continued with regular website updates and the organization of webinars which were aimed to provide a platform of interaction between professionals from the industry and the students and keep them updated about the developments in various fields related to their subject area. Many departments organized webinars for students on stress management and related issues during the lockdown due to Covid 19. The interaction between the students and their teachers was not interrupted by the Covid 19 crisis as they continued to maintain contact through social media. The College constituted a counselling committee to reach out to students in case of any social, psychological or emotional problems and help them in the times of pandemic.

Number of students enrolled in the institution	Number of full-time Teachers	Mentor: Mentee Ratio
1723	88	1:20

2.4 Teacher Profile and Quality

2.4.1 Number of full-time teachers appointed during the year.

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current Year	No. of faculty with Ph.D.	
89	45	44	None	63	

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 Awarded	
2018-2023	Dr. Geeta Trilok-Kumar	Director	Wellcome Trust (UK) Senior Research Fellowship in Public health	
2019	Dr. Bani Tamber Aeri & Ms. Preeti Khanna	Assistant Professor Research Scholar	The Dupont Grant by The Food and Nutrition Society of Indonesia for oral presentation at Asian Congress of Nutrition, for Paper titled, 'Low intake of protein rich foods and depression and anxiety symptoms: Association among adolescent boys and girls', held at Bali, Indonesia on 4-7 August 2019	
2019	Dr. Bani Tamber Aeri & Ms. Preeti Khanna	Assistant Professor Research Scholar	Received scholarship and LMIC travel award for poster presentation at Association of Micronutrient Deficient Diets and Depression and Anxiety Symptoms among Adolescent boys and girls studying in public schools of Delhi by	

			International Society for Developmental Origins of Health and Disease (DoHAD), held at Melbourne Australia, on 20-23 October, 2019
2020	Ms Shipra Gupta	Assistant Professor	Received 1st Position in Research Poster Presentation for paper entitled "Dietary Intake of Female College Students Having Normal and Disordered Eating Behaviours in Delhi" at the UGC-Sponsored National Conference on 'Food Safety, Nutritional Security and Sustainability' held at Shyama Prasad Mukherji College for Women, University of Delhi, March 6-7, 2020.

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

Institute of Home Economics is a constituent College of the University of Delhi and the evaluation of answer scripts and declaration of results are controlled by the office of the Dean Examinations, University of Delhi. The results are available to the students for each course on the University website when they are declared.

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

The Continuous Internal Evaluation (CIE) system has been developed in sync with the Choice Based Credit System (CBCS)and Learning Outcome Framework (LOCF) guidelines of   UGC and as prescribed in syllabi available on the website of University of Delhi.
The objective is to evaluate students at regular intervals through the CIE system. In accordance with this the students are given assignments and a quiz during the semester for which 20 marks are allocated. The system is entirely transparent and students can view their performance online as marks are uploaded using the automation facility in college. Students are encouraged to be regular in attending their classes as 5 marks are assigned for the attendance. Further, in each practical class, marks are awarded to students on the basis of their performance and the marks are averaged to account for 50 percent of the internal assessment marks of the student. This system takes into account the continuous and comprehensive evaluation of the student throughout the semester. Written assignments, class tests and seminar presentations give opportunities to the students to express themselves. Project work is also undertaken for the same. The topics are of academic and social relevance and students are evaluated on the same. Mid semester half yearly are conducted in various departments to aid students in the teaching learning process. Practicals are assessed after each class and evaluated. Mock practical exams are conducted to prepare the students for final exams.
In 2019-20, the first half of the academic year was taking place offline but because of the onset of pandemic and the lockdown in March, classes started being mainly conducted in online mode till the end of the session. The assignments and quizzes were given online, and owing to the online classes the attendance criteria was waived off as per the guidelines issued by the University. Various ICT initiatives were followed for the assignments and quizzes which were conducted by teachers and submitted by students through mail and Google Classroom. As far as the practical exams were concerned, students were assessed on the basis of assignments given to them on a regular basis. The first year and second students in the even semester were evaluated on the basis of their assignment work whereas final year students appeared for OBE (Open Book Examination) for which faculty guided them. Teachers evaluated the answer scripts on the university portal and the result was declared within the timeframe suggested by the university.

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

Academic calendar issued by University of Delhi was followed for the session from the beginning of the session till the conduct of examination. A calendar for academic and non-academic activities was prepared in advance before the new academic session begins and is adhered to. Date sheets of mid semester exams, mock practical exams and final practical exams were displayed on notice boards and students were informed in the classrooms. Important messages related to examination were uploaded on the college website and students were also informed through bulk SMS. Students required to submit assignments   were informed of dates well ahead of time. The schedule for internal evaluation was also informed to the students in advance. Besides regular classes each department organized academic events - seminars, symposium, visits to institutes and industries and different competitions for the students during the semester. These activities were well planned and scheduled in advance. The academic activities continued during pandemic through online classes and college adhered to the academic calendar prepared for 2019-2020.

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

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

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

Course outcomes:
Courses offered by various Departments encourage students to realize their full potential. The purpose is to nurture globally competent, socially sensitive and ethically sound talent to be able to achieve success in all walks of life.

B.Sc. (Hons.) Home Science:
http://www.ihedu.com/index.php?option=com_content&view=article&id=27&Itemid=7l
The course is truly multidisciplinary in nature and gives knowledge of Social Sciences, Biological and Physical Sciences in addition to all the five areas of Home Science namely: Development Communication and Extension, Fabric and Apparel Science, Food and Nutrition, Human Development and Resource Management and Design Application. The students are exposed to all the five areas of Home Science in the first year. In the second year, they choose an area of specialization based on merit and interest out of five areas of Home Science and undergo theoretical as well as practical training. Field visits, community work and field placement are a part and parcel of this programme.
At the completion of the course, students can opt for a Master's degree in Home Science, Social Work, Mass Communication, Development Studies, Human Resource Management, PG diploma in Dietetics, Fashion Designing, Counselling, and Entrepreneurship Development, etc. Those desirous of teaching profession can opt for B.Ed.

B.Sc. (Pass) Home Science:
http://www.ihe-du.com/index.php?option=com_content&view=article&id=134&Itemid=7
Students from Science, Commerce and Arts streams are eligible for the course. In the first two years the students study the subjects from all the five areas of Home Science and in their third- year, they choose an elective subject for specialization based on merit and interest. At the culmination of the course, the students can either seek jobs directly or opt for Master's programmes in Home Science, Social Work and Management or else PG Diploma courses in various fields. Those desirous of joining the teaching profession can opt for B.Ed.

B.A. (Hons.) Journalism
http://www.ihe-du.com/index.php?option=com_content&view=article&id=147&Itemid=7
The students are encouraged to develop critical awareness of not only the values and purpose of journalism but also the political, social and economic contexts in which journalism operates. They will be sensitized to the role and power of the media as an agent of change and as a pillar of democracy.

B.Sc. (Hons.) Microbiology
http://www.ihe-du.com/index.php?option=com_content&view=article&id=32&Itemid=7
At the completion of the course, the students can opt for Masters and research programs in Microbiology, Biotechnology and allied fields from premier institutes within the country and abroad, before being placed in jobs.

B.Sc. (Hons.) Biochemistry
http://www.ihe-du.com/index.php?option=com_content&view=article&id=26&Itemid=7

This program in Biochemistry aims to provide students with excellent training in Biochemistry emphasizing on solid background of basic concepts as well as rapid advancement in the field. This course aims at collaborative and multidisciplinary work, amalgamate and apply the basic understanding of the concepts in basic and industrial research and biotechnology.

B.Sc. (Hons.) Food Technology
http://www.ihe-du.com/index.php?option=com_content&view=article&id=31&Itemid=7
This course opens the door to a range of career paths including developing new food products, improving sensory attributes and nutritional content of foods, and finding new ways to preserve, process, package and distribute food. Students have excellent job opportunities in Government and private sector, industries and in multinational companies.

Bachelor of Elementary Education
http://www.ihe-du.com/index.php?option=com_content&view=article&id=28&Itemid=7
B.El Ed programme aims to produce graduates of high calibre in the field of elementary teacher education. The programme is intensive and focused to prepare teachers and attempts are made to provide a supportive and stimulating environment. Given below are some of the professional and academic options available for the B.El Ed graduates are teaching in elementary schools, contributor as curriculum developers, content designers etc. Pursuing research in elementary education in the government and non- government sectors. Pursuing post-graduate courses and research studies in education.

M.Sc. Home Science (Fabric and Apparel Science)
http://www.ihe-du.com/index.php?option=com_content&view=article&id=33&Itemid=7
The department churns out professionals every year who get excellent placements in the apparel industry in designing, marketing & merchandising as well as in Universities, Schools and Research Institutes. Many students also opt for self-employment and become entrepreneurs in the field.

M.Sc. Home Science (Food and Nutrition)
http://www.ihe-du.com/index.php?option=com_content&view=article&id=36&Itemid=7
The course contents have been revised from the academic session 2018-19 to make the course more holistic, contextual and industry oriented. The department has consistently produced excellent results and its alumni are employed in reputed universities, research institutes, National and International NGO's, schools, Government and private hospitals, health clinics, catering institutes and food industry

PG Diploma DDPHN (Diploma in Dietetics & Public Health Nutrition)Post Graduate Di
http://www.ihe-du.com/index.php?option=com_content&view=article&id=30&Item/id=7
The one-year course trains Home Science graduates in the fields of Therapeutic and Public Health Nutrition. The course has a compulsory three months internship after the second semester which equips the students with hands-on experience in the Dietetics department of multispecialty hospitals.

Ph. D. Programme
http://www.ihe-du.com/index.php?option=com_content&view=article&id=6&Itemid=38
Faculty members of the College guide Ph. D. students in different areas of Home Science. The students can seek admission to the Doctor of Philosophy (Ph.D.) programme in the Department of Home Science, University of Delhi in the following areas of specialization:
• Food and Nutrition
• Human Development
• Fabric and Apparel Science
• Resource Management and Design Application
• Development Communication and Extension

2.6 Student Performance and Learning Outcomes

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

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

2.6.2 Pass percentage of students

Pass Percentage 2019-2020

As per the guidelines issued by UGC and followed by University of Delhi, first year and second year students were evaluated on the basis of continuous internal assessment. The University decided to conduct Open Book Examination for final year students in the month of August for which an examination committee was constituted to supervise the process of online examination.

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)

Student survey was conducted for getting feedback from the students on online teaching-learning process. 949 students participated in this online survey. The students were asked about their experience of teaching learning process adopted in the January to June semester. When asked about quality of the online teaching-learning process adopted during the lockdown, 71% students reported it to be from fair to good. 11.7% thought it was very good and 13.2% thought it was excellent.

Nearly 70% reported that their teachers were well prepared to conduct the class via online learning. Majority of them stated that they enjoyed listening to the teachers (74.4%) in comparison to only accessing the uploaded notes and handouts. Also, above 50% of students found the assignments, quiz and test held during the online mode of teaching quite relevant. Students (51.7%) reported that they were spending either 4-5 hours or more time in completion of activities related to the class. Though this time seemed to be more to the students they mentioned to be quite satisfied (68.3%) and happy with the contact time they received from the faculty

http://www.ihe-du.com/images/notification/feedback_report.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 Resource Mobilization for Research

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

Nature of the Project	Duration	Name of the funding Agency	Total grant Sanctioned (Rs)	Amount received during the Academic year (Rs)
Star College Fund	3 years (2017-2020) and sanctioned extension for 2 more years	Department of Biotechnology (DBT)	29,00,000	Received full grant
FIST Grant	Received in Oct 2017 and request for modification accepted in 2020	Department of Science and Technology (DST)	92,50,000	Received full grant
Major projects				
To improve understanding of the interactions among IUGR retardation, early growth, vitamin D supplementation, intestinal permeability, body fat content and distribution, diet, and physical activity in order to develop interventions to decrease the risk of chronic diseases in Indian children born low birth weight (LBW) at term.	5 years (2018-2023)	The Wellcome Trust UK/ DBT India Alliance	4,29,21,974	74,03,791
Body composition, early growth, and chronic disease risk of school-aged children who were born low birth weight at term	2 years (2018-2020)	Department of Biotechnology (DBT)	58,02,517	Nil
Healthy Birth, Growth and Development Knowledge Integration (HBGDKI) Initiative	2+3 Years (2016-2021)	Bill and Melinda Gates Foundation (BMGF) through Biotechnology Industry Research Assistance Council (BIRAC)	8,34,100	5,34,100

Mapping the vulnerability of women in India to climate change at the sub- national scale	3 years (2017- 2020)	United Nations Framework Convention on Climate Change (UNFCCC), United Nations Development Programme (UNDP)	28 lakhs	3,79,200
Addressing critical failures of Infant and Young Child Nutrition (IYCN) in South Asia: IYCN challenges faced by working women in urban areas	15 months (2018-2019)	The University of Sydney and World Bank	4,012,680	13,70,250
Assessment of Commercial Complementary Foods in South -East Asia	3 months (Oct to Dec 2019)	WHO South East Asia Region (SEARO)	5,98,500	4,73,741
Examining Exclusion on Community-School Axis: An Ethnographic Study of Lower-Class Settlements in Delhi'	2 years (2020 -2022)	Indian Council of Social Science Research (ICSSR)	9.5 Lacs	Nil
Minor Projects				
1.Inculcating Healthy Eating and Hygiene Behaviour in Young School Children" funded by Delhi Commission for Protection of Child Rights.	6 months (2019- 2020)	Delhi Commission for the Protection of Child Rights	3.42 Lakh	3.42 Lakh
Interdisciplinary Projects				
Industry sponsored Projects				
Projects sponsored by the University/ College				
Students Research Projects *(other than compulsory by the College)*				
International Projects		4 (Major project serial number 1,3,5,6 as mentioned above)		
Any other (Specify)				
Total	8			

3.2 Innovation Ecosystem

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

Title of Workshop/Seminar/Webinar	Name of the Dept.	Date(s)
Department of Biochemistry		
Nanobiotechnology: Drug delivery for cancer - Lecture	Department of Biochemistry	13th September 2019
Prognostic and Therapeutic Relevance of Cysteine Cathepsins in Myeloid Leukemia - Lecture	Department of Biochemistry	26th September 2019
Understanding Lifestyle disorders: A biochemical perspective – Lecture Series	Department of Biochemistry	12th February 2020
Role of MHC Complex in Biology and Medicine	Department of Biochemistry	24th April 2020, 10 am
Immune Boosting diets in the era of Covid-19	Department of Biochemistry	24th April 2020, 7 pm
Basics of Flow Cytometry	Department of Biochemistry	27th April, 2020, 10 am
Open Educational Resources for Higher Education	Department of Biochemistry	27th April, 2020,11 am
Introduction to Epidemiology	Department of Biochemistry	28th April, 2020
Advanced techniques in the era of single cell biology	Department of Biochemistry	1st May, 2020, 10 am
Non-animal methods for Life Science Research	Department of Biochemistry	1st May, 2020, 3 pm
Nano technology Solutions to Covid 19	Department of Biochemistry	1st May, 2020, 12 noon
Department of Elementary Education	Department of Biochemistry	
Preparation for Story Telling in an Elementary Classroom	Department of Biochemistry	24th Apri,2020 11am

Storytelling and Education Webinar	Department of Biochemistry	24th Apri,2020 12 pm
Drama in Education Webinar	Department of Biochemistry	24th April,2020 1pm
The Little Prince (Book Discussion)	Department of Biochemistry	1st May,2020
Connecting Culture with Classical Knowledge of Mathematics: An Uncharted Territory	Department of Biochemistry	9th May, 2020
Department of Elementary Education		
Self-Development Workshop	Department of Elementary Education	29th August, 26Th September, 3rd October, 19th November, 4th December, 11th December 2019; 4th March 2020
Save the Water Campaign	Department of Elementary Education	19th August 2019
Mathematics Material Development	Department of Elementary Education	4th November 2019
Story Telling Workshops	Department of Elementary Education	15th November 2019
Puppetry Workshop	Department of Elementary Education	October 2019
Science Workshop	Department of Elementary Education	5th March 2019
Certificate Course on Understanding the Nature and Structure of Human Language (online)	Department of Elementary Education	20th April,2020 onwards 3 weeks (1 and half hour per day)
Reading Group Session on Hannah Arendt's Between Past and Future (offline and online)	Department of Elementary Education	Every Sunday (Recurring) 6-8pm
Department of Home Science		
Content strategy and Blog Writing - Lecture	Department of Development Communication and Extension and Journalism	26th February 2020

Three-day Research Methodology - Workshop	Department of Development Communication and Extension and Journalism	8-10th January 2020
Quality of journalism in the Post - Truth Era - Seminar	Department of Development Communication and Extension and Journalism	
Two-day workshop on Film Appreciation (online)	Department of Development Communication and Extension and Journalism	28-29th May 2020
Carbon Footprint - Lecture		
Lockdown Bites: Redefining Gender Roles	Department of Development Communication and Extension and Journalism	29th April , 2020
Theatre as a Medium of Communication	Department of Development Communication and Extension and Journalism	2nd May, 2020
Virtual Puppetry	Department of Development Communication and Extension and Journalism	9th May, 2020
Journalism in the Times of Pandemic: Reporting Covid-19 in India	Department of Development Communication and Extension and Journalism	22nd May, 2020
'Ye Kya Topic Hai': Working with the 'everyday'	Department of Development Communication and Extension and Journalism	23rd May, 2020
How to be Productive in the Most Unproductive Times	Department of Development Communication and Extension and Journalism	26th May, 2020
Creating Films for Brands	Department of Development Communication and Extension and Journalism	30th May, 2020

Social Movements and News Media: Lessons from Bhopal	Department of Development Communication and Extension and Journalism	2nd June, 2020
Role of ICTs and Community Radio amidst Covid-19	Department of Development Communication and Extension and Journalism	3rd June, 2020
Shibori and handmade jewellery workshop (online)	Department of Fabric and Apparel Science	21st February 2020
Laundry and Finishing equipment	Department of Fabric and Apparel Science	25th April 2020
Thread/Yarn and Technology	Department of Fabric and Apparel Science	27th April 2020
Seam Puckering and solutions	Department of Fabric and Apparel Science	29th April 2020
Dress to Impress	Department of Fabric and Apparel Science	1st May 2020
Sustainability in Textiles and Clothing: Roadmap to Future	Department of Fabric and Apparel Science	10th June 2020
Seminar on Celiac Disease	Department of Food and Nutrition and Food Technology and Celiac Support Organization (CSO)	6th September 2019
Low Calorie Sweeteners – A second look: Panel Discussion	Department of Food and Nutrition and Food Technology and Pepsico	13th September 2019
Scientific Journey of transformation to healthier foods and beverages - Lecture	Department of Food and Nutrition and Food Technology and Pepsico	13th September 2019
Emerging Concerns in Food & Nutrition: Panel Discussion	Department of Food and Nutrition and Food Technology	17th September 2019

World Food Day Celebration: 1.Engaging and Empowering People" as a part of Eat Right Movement of FSSAI. 2. Role of food safety for achieving zero-hunger generation: importance of food safety, especially in hotel industry 3. Importance of standards in ensuring food safety and security: role of BIS.	Department of Food and Nutrition and Food Technology	23rd October 2019
Role of Food in Prevention and Management of Cancer	Department of Food and Nutrition and Food Technology and Indian Cancer Society	4th February 2020
Webinar on 'Field Innovations to Food Businesses: Ideas, Markets and Consumers'.	Department of Food and Nutrition and Food Technology	11th May 2020
Personalised Nutrition: Holistic Principles & Algorithms	Department of Food and Nutrition and Food Technology	14th May 2020
Emotional Intelligence – Building Resilience	Department of Human Development and Childhood studies	23rd April, 2020
Mental Health and Wellbeing	Department of Human Development and Childhood studies	24th April, 2020
Autism: Characteristics and Management	Department of Human Development and Childhood studies	28th & 29th April
Disability and Sexuality	Department of Human Development and Childhood studies	30th April, 2020
Surrogacy in India: Prevalence and Concerns	Department of Human Development and Childhood studies	1st May 2020
Discussion on Movie Thappad	Department of Human Development and Childhood studies	4thMay,2020
I, Me, & Myself: The Journey from Infancy to Old Age	Department of Human Development and Childhood studies	4th May, 2020
Kissa Kahani Ka	Department of Human Development and Childhood studies	12th May, 2020

HeArt of Storytelling: Making Connections eye to eye, mind to mind and heart to heart	Department of Human Development and Childhood studies	14th May, 2020
Professional Networking Communication'in collaboration with 'The Vedica Scholars Programme for Women - Workshop	Department of Resource Management and Design Application	30th January 2020
Implementing Green Walls in College (Vertical Gardening)	Department of Resource Management and Design Application	16th September 2019
Professional Networking Communication	Department of Resource Management and Design Application	30th January 2020
Making Recycled Paper-Products'	Department of Resource Management and Design Application	25th February 2020
Interactive Workshop On International Polar Bear Day	Department of Resource Management and Design Application	27th February 2020
Eco-Innovation: Design And Innovation For Environment	Department of Resource Management and Design Application	2nd March 2020
Indoor spaces and Covid-19	Department of Resource Management and Design Application	23th April 2020
Journey towards being a women entrepreneur	Department of Resource Management and Design Application	28th April 2020
Status of green buildings in India	Department of Resource Management and Design Application	4th May 2020
COVID 19 and Challenges faced by Consumers	Department of Resource Management and Design Application	5th May 2020
Information Literacy: Knowing the Right News in the Digital Age	Department of Resource Management and Design Application	13th May 2020
Socio-Economic Impact of Covid-19	Department of Resource Management and Design Application	14th May 2020
Social Behavior and Relationship: Lockdown 4.0'	Department of Resource Management and Design Application	16th May 2020

Lecture and discussion on wildlife Conservation	Department of Biology and Department of Environmental Studies	1ˢᵗ October 2019
Bodiversity of NCR	Department of Biology and Department of Environmental Studies	
Insights into novel coronavirus-COVID19'	Department of Biology and Department of Environmental Studies	12ᵗʰ May 2020
Biodiversity: Biological Diversity Act, 2002 & Related provisions vis-a-vis Natural Resource Management	Department of Biology and Department of Environmental Studies	13th May 2020
Nanotechnology in Medicine	Department of Microbiology, and Zoology	7ᵗʰ April 2020
Stress Managementt: Maintaining Mind Body synergy	Department of Physical Education	21ˢᵗ May 2020
Department of Microbiology		
Cancer: prevention is the key – Workshop (In collaboration with Department of Physiology and Promotive Health)	Department of Microbiology &Center for Non Communicable diseases (NCDC)	8ᵗʰ August 2019
ICMR efforts to combat Anti Microbial Drug Resistance - Seminar	Department of Microbiology & ICMR	12ᵗʰ September 2019
Algal Biofertilizers -Seminar	Department of Microbiology & IARI	18ᵗʰ September 2019
Antimicrobial Drug Resistance – Workshop (In collaboration with Department of Physiology and Promotive Health)	Department of Microbiology & Glaxo smith Kline	30ᵗʰ January 2020
Empathy program, Hepatitis Vaccines- Workshop (In collaboration with Department of Physiology and Promotive Health)	Department of Microbiology	20ᵗʰ February 2020
Analysis of Surface Promoter Mutants: Its relation to Hepatitis B Surface Antigen Production and Secretion - Seminar	Department of Microbiology	5ᵗʰ March 2020
Research Methodology (online)	Department of Microbiology	4ᵗʰ - 15ᵗʰ May, 2020
Research roadmap and scientific writing (online)	Department of Microbiology	5ᵗʰ -19ᵗʰ June, 2020

'COVID-19- Navigating the crisis -Epidemiology, clinical features & diagnosis of COVID-19. -Access to health services, Socio-economic determinants of corona virus pandemic -Where does the world stand on COVID-19 vaccine?	Department of Microbiology	27th April 2020
Career in science and famous female scientist	Department of Microbiology	28th April 2020,10.00 am-11.00am
Woman in science	Department of Microbiology	28th April 2020 3.00 pm-4.00 pm,
Online teaching platforms and security concerns	Department of Microbiology	29th April 2020 10 am-11.00 am.
Intellectual property rights in biological sciences	Department of Microbiology	29th April 2020, 3.00 -4.00 pm
Structural details of COVID-19 and vaccine development	Department of Microbiology	30th April 2020, 10.00 am-11.00am.
Immune response against viruses	Department of Microbiology	30th April 2020, 3.00 - 4.00 pm.
Career opportunities for biological sciences students	Department of Microbiology	1st May 2020, 10.00 -11.00am.
Clinical issues in COVID19 treatment	Department of Microbiology	1st May 2020, 3.00 pm-4.00 pm.
Various testing mechanism for Viral infections	Department of Microbiology	2nd May,2020 10.00 am-11.00am,
Immunity enhancer foods	Department of Microbiology	2nd May 2020, 3.00 -4.00 pm,
Woman in science: Indian perspective	Department of Microbiology	3rd May,2020, 10.00 am-11.00am.
Introduction to CRISPER-CAS	Department of Microbiology	3rd May,2020, 3.00 pm-4.00 pm.

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

Title of the innovation	Name of the Awardee	Awarding Agency	Date of Award	Category

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

Incubation Centre	Name	Sponsored by

Name of the Start-up	Name	Date of commencement

3.3 Research Publications and Awards

3.3.1 Incentive to the teachers who receive recognition/awards

State	National	International

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

Name of the Department	National
Department of Resource Management and Design Application	1
Department of Fabric and Apparel Science	1

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

	Department	No. of Publication	Average Impact Factor, if any

National	Department of Elementary Education	1	
	Department of Home Science	4	
International			
	Director	1	
	Department of Biochemistry	2	
	Department of Home Science	3	

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

Department	No. of publication (Chapters in Book)
Department of Biochemistry	2
Department of Home Science	5
Department of Physical Education	1
Department of Physiology and Promotive Health	1
Department of Sciences	1

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

Title of the paper	Name of the author	Title of the journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self-citations
Director						

Suboptimal Feeding and Caring Practices among Young Indian children ages 12 to 24 months living in the Slums of New Delhi.	Houghton, L.A, McIntosh, D.R, Trilok-Kumar G, Haszard, J.J, Gibson, R.S.	*Nutrition*.2020 Jan;69:110553 doi:10.1016/j.nut.2019.1 10553	Jan 2020 Epub 2019		Institute of Home Economics	1

Department of Biochemistry

NAMPT, GRN and SERPINE1 signature as predictor of disease progression and survival in gliomas.	Meenakshi Vachher, Kriti Arora, Archana Burman and Bhupender Kumar	Journal of Cellular Biochemistry	April 2020		Institute of Home Economics	3
Epigenetic alterations and in-silico analysis of Mutation affecting PTEN expression among Indian cervical cancer patients	Afreen Naseem, Zafar Iqbal Bhat, Ponnusamy Kalaiarasan, Bhupender Kumar, Zubair Hafez, Khushnuma wahabi, Raj Tiwari, Gauri Gandhi and M. Moshahid Alam Rizvi.	Journal of Cellular Biochemistry	September 2019		Institute of Home Economics	2

Department of Elementary Education

Gender Dynamics in Schooling: A Comparative Study of Co-educatio nal Practices in Two Socio-cultura l Milieu	Narwana K; Rathee, S.	Indian Journal of Gender Studies	October 2019		Institute of Home Economics	

Department of Home Science

Cyber campaigning and online activism for addressing gender based violence in India.	Mirani S, Pannu P, Malhotra C	Studies in Indian Place Names ISSN: 2394-3114: 857-872	February 2020		Institute of Home Economi cs	
Reproductive health practices and programmes: a study of adolescent girls.	Yadav N, Pannu P, Gulati N.	Studies in Indian Place Names ISSN: 2394-3114: 857-872	February 2020		Institute of Home Economi cs	
Depression, anxiety, and stress among Indian urban affluent adults.	Chauhan, S., & Aeri, B.T	Indian Journal of Social Psychiatry, 36(1), 60. ISSN- Print :0971-9962,Online:2454-8316	January 2020		Institute of Home Economi cs	
Association of Depression and Anxiety Symptoms with Body Mass Index (for age cut offs) in non-clinical sample of adolescents studying in public schools	Khanna P, Aeri B.T	Indian Journal of Community Health 32(2),2020: 386-393 ISSN print: 0971-7587; online: 2248-9509	June 2020		Institute of Home Economi cs	

of Delhi; cross sectional study						
Antimicrobial and antioxidant properties of spray dried Murrayakoeni gii leaf powder.	Sablania, V., Bosco, S. J. D., Ahmed, T., &Sarma, V. V.	Journal Of Food Measurement And Characterization, 13(3), 2288-22972193-4123	September 2019		Institute of Home Economics	1
Extraction process optimization of Murrayakoeni gii leaf extracts and antioxidant properties	Sablania, V., Bosco, S. J. D., & Bashir, M.	Journal of food science and technology, 56(12), 5500-5508, 0022-1155	December 2019		Institute of Home Economics	1
Rheological and microstructural characteristics of low molecular weight glutenin subunits of commercial wheats.	Dangi, P., Chaudhary, N., &Khatkar, B. S.	Food chemistry, 297, 124989 0308-8146	November 2019		Institute of Home Economics	2

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	11	28	15	10
Presented papers	8	15	10	Nil
Resource Persons	2	12	10	Nil

3.4 Extension Activities

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

Title of the Activities	Organising unit/ agency/ collaborating agency	Number of teachers co-ordinated such activities	Number of students participated in such activities
5th Aug 2019 Water Conservation Day	NSS Unit	1	30
30th Aug 2019 India Gate Cleanliness drive	NSS Unit	1	45
20th Sept 2019 Electoral Awareness Rally, Survey and Poster Making	NSS Unit	1	46

24th -25th Sep 2019 NSS Week Documentary screening, Book collection drive, Plastic collection drive, best out of waste competition, quiz, singing, slogan/ poetry/ essay writing competition and cycle Rally and Pledge taking.	NSS Unit	1	56
30 Sept 2019 Campus Cleaning Drive	NSS Unit	1	32
30th Oct 2019 Pledge taking, painting, poster making, essay writing on Unity in Diversity & Anti-Corruption	NSS Unit	1	41
13th Jan 2020 Poster making on illicit trafficking and session on prevention on drug abuse among youth.	NSS Unit and ARSD College, DU	1	36
18th Jan 2020 Walkathon	NSS Unit and Ministry of Youth Affairs and Sports	1	40
24th Jan 2020 Session on 'Save Girl Child'	NSS Unit	1	45
25th Jan 2020 Poster making on Swachh Bharat Pledge on National Voters' Day Campus cleaning	NSS Unit	1	47
29th January 2020 Tobacco control session at ARSD	NSS Unit and ARSD	1	31

4th Feb 2020 Blood donation camp at JMC and IHE	NSS Unit and JMC	1	72
20th Feb 2020 The EMPATHY Campaign: Empowering people against Hepatitis A and B session.	NSS Unit and Department of Biochemistry	4	52
29 Feb 2020 Session on Human Rights	NSS Unit IHE and NSS Unit Moti Lal Nehru College	2	34
7th Mar: 2020 International Women's Day Session on Cyber Crime against women in Delhi, Poster making and walk around campus	NSS Unit and Bhagidari Jan Sahyog Samiti with DALSA		25+43
22nd Mar 2020 e-slogan writing or e-poster making for corona virus awareness	NSS Unit	1	52
14-19th Apr 2020 Preparing and donating cheap reusable easy to make DIY masks, The safe hands challenge and Thanking the corona warriors	NSS Unit	1	42
23-28 Apr 2020 Fund raising for pandemic		1	20
4th May 2020 Online training on prevention of COVID -19 IGOT Website	NSS Unit	1	37
Mask-making and awareness campaign against Corona spread via video-making.	NSS Unit		42

31st May 2020 Anti-Tobacco Day	NSS Unit		32
1-7 June 2020 'National Gardening Week' NSS volunteers shared pictures of their home garden and their pictures were posted on NSS Instagram handle.	NSS Unit		41
4th to 5th June 2020 World environment day: short videos as part of an awareness campaign called Climate Warrior led by Bhumi Pednekar, to promote conversation around climate change made.	NSS Unit		37
15th to 21st June 2020 Yoga week celebration through online poster making, creative writing, slogan writing, quiz, videography competitions and a webinar on benefits of Yoga were held.	NSS Unit		46
21st to 22nd June 2020 UN Public Service Day celebrated with logo making and online.			39

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

Name of the Activity	Award/recognition	Awarding bodies	No. of Students benefited

1. Nukkad Natak in Ventconf 2019 organized by ISHRAE Delhi Chapter at Indian Aviation Academy, Vasant Kunj, New Delhi	Recognition Certificate	ISHRAE, India	15-20 students
2.Nukkad Natak in 2nd Eat Right Mela' held at JLN Stadium on 24-29th Dec 2019		Food safety and Standards Authority of India	15 students

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
	Joy of Learning Foundation and Department of Elementary Education	Save Water Campaign	1	50
	Department of Elementary Education	Panel discussion on Bringing up children in times of Protests at Jamia Nagar, New Delhi		48
	Department of Development Communication and Extension	Literacy and training on digital literacy for urban poor women	8	150
	Department of Fabric and Apparel Science	Outreach programme for school children aged 5-12 years for selection of suitable fabric as per change in season; stitching a potli bag	1	10

	Department of Fabric and Apparel Science	Preparation of face masks and distribution of the prepared face masks to the needy people in the respective neighbourhoods of the students. 600 face masks produced.	**1**	50
	Department of Food and Nutrition and Food Technology and ICDS Anganwadi centre of Neb Sarai, New Delhi	Nutrition education sessions	1	10-12
	Department of Food and Nutrition and Food Technology and FSSAI	Nutrition awareness for general population was carried out in the form of 'Eat Right Quiz'. Student volunteers of M.Sc. Food and Nutrition participated in the 5-day event and interacted with people regarding healthy eating practices (24-29 Dec 2019)	1	20

Department of Food and Nutrition and Food Technology and 1. MCWC, Bagh Karekhan 2. Lok Nayak Hospital 3. DGD, Prashant Vihar 4. DGD Kalyanpuri 5. Pt. Madan Mohan Malaviya Hospital, Malviya Nagar 6. M&CW Centre Hauz Khas 7. MCD Primary school Sarvapriya Vihar, Kalu Sarai 8. DGD, Mangolpuri 9. M&CW Naraina 10. DGD, Mayur Vihar 11. DGD, Mangolpuri 12. DGD, BB Block, Shree Meenakshi Mandir Marg, Shalimar Bagh 13. MCWC, Rajinder Nagar 14. Mrs. Girdhar Lal Maternity Hospital Kamla Market 15. Sadarjung Hospital 16. Lal Bahadur Shastri Hospital, Mayur Vihar, Delhi 17. DGD Batla House , Okhla 18. DGD- Begumpur , Malviya Nagar 19. PUHC, Gokulpuri 20. M&CW Bindapur	PMSMA Day at Government hospitals and health centres all around Delhi on 10th and 11th February 2020 Nutrition Awareness and Counselling Activities for expectant and pregnant women and women were carried out by BSc (Hons.) Home Science students	**1**	23
Department of Food and Nutrition and Food Technology and Ministry of Women and Child Development, Government of India, Community Food and Nutrition Extension Unit as part of Poshan Maah	Mini exhibition and quiz competition for the college students washeld on 6th September 2019	2	Around 150
Aarambh Play School and Department of Human Development and Childhood Studies (http://www.aarambhplayschool-ihe.com)	1.Day Care and Play School for EWS 2.Summer workshop for Play School Children 3. Internships for College students	9	2 40

	Delhi Police Welfare Society and Department of Human Development and Childhood Studies	Counselling services to over 200 families of Police Personnel	2	10
	Delhi Public School Society and Department of Human Development and Childhood Studies	Teachers training on Early Childhood Care and Education	2	-
	'Voices' Mental Health Society and Department of Human Development and Childhood Studies	Counselling sessions	4	55
	Department of Resource Management and Design Application in collaboration with Greenpeace India and Environment and Community Outreach Committee	Environment Awareness Campaign for a week (2nd sept-6th Sept. 2019): which included nukkad natak, poster making, jingle writing, debate and waste to wonder competitions.	8	45-50
	Greenpeace India (In collaboration with Department of Resource Management and Design Application)	Street Play on 'Flood, Crisis management and Water Conservation'	6 Teachers	Around 20-25 students
	Eco-Club, Environment and Community Outreach Committee and Department of Resource Management and Design Application Participation in 'Unnat Bharat Abhiyan'	Conclave on 'Circular Economy of Plastic Waste and Livelihood Opportunities & Excellence Awards for Academia and Community'.	5 Teachers	Around 10 students
Swachh Bharat Abhiyaan	Eco-Club (Sanctioned by Department of Environment, Government on Delhi)	1. Cleanliness Drive 2. Plantation Drive 3. Safe Holi Campaign	4	30-40 Students
Star College Scheme	Centre of non-communicable diseases, Delhi Resource person: Dr. Anshu Sharma (Additional director and HOD) Dept of Physiology and Promotive Health and Microbiology	Workshop on 8th August 2019 titled "Cancer: Prevention is the key"	10	> 100

Star College Scheme	Glaxo smith Kelvin Company, Resource person Dr. Niraj Sharma, R&D Director Dept of Physiology and Promotive Health and Microbiology	Seminar on 30th Jan 2020 titled "Antimicrobial drug resistance"	10	> 90
Star College Scheme	Institute of Liver and Billiary Sciences Resource person: DrNeeraj Raizada & his ILBS team Dept of Physiology and Promotive Health and Microbiology	Workshop on 20th February, 2020 titled "empathy campaign – Empowering people against Hepatitis"&Lecture on a public awareness program: "To spread awareness on Hepatitis B and C"	10	> 200
	Visit to Bhanwar Singh Migrant Camp in Vasant Vihar	Naya Prayas Foundation	2	54
	White Cane Day celebration	Enabling Unit, Institute of Home Economics	2	52
	Stress management: Anxiety and Depression	Hope Initiative	1	50
	'Intergenerational Mela'	National Institute of Social Defence, Ministry of Social Justice and Empowerment, Government of India and Anugraha Regional Resource and Training Centre on Ageing at Swabhiman Parisar, Kasturba Nagar, Shahdara on 20th February 2020.	1	20

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

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
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

3.5.2 Linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration (From-To)	Participant
Department of Elementary Education				
	Translation of readings for Psychology in Education (MA programme) from English to Hindi	Azim Premji Foundation	Ongoing	10-15
	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

Department of Home Science

	Internships of M.Sc (Fabric and Apparal Science) students	Madan Trading Co Ltd, Aloka Exports, Opera Global Pvt Ltd, Laj Exports Ltd, National Handicrafts and Handloom Museum, Creative Impression, Spirit of India Export Pvt Ltd	May/June 2019 to July 2019	Students who have completed M.Sc (FAS) 1st year
	Internships for MSc (Food and Nutrition) students	Pepsi-Co, Gurgaon AIIMS MRIDA, New Delhi Nutrition Foundation of India, Qutub Institutional area Ishi Khosla's center for diet counselling National Institute of Public Cooperation and Child Development	June 2019- July 2019	Students who have completed MSc (Food and Nutrition) 1st year
	Internships for students of Post Graduate Diploma in Dietetics and Public Health Nutrition	St Stephens Hospital Max Superspeciality hospital, Saket and Shalimar Bagh Ram Manohar Lohia hospital LNJP hospital The Medicity Multispeciality Gurugram Akash Superspeciality Hospital BL Kapoor Superspeciality Hospital	July 2019-Sep 2019	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) 3rd 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	School of Continuing Education (SOCE), Indira Gandhi National Open University (IGNOU)	Continuing from 2005	IGNOU students
	Certificate course in Food and Nutrition	School of Continuing Education (SOCE), Indira Gandhi National Open University (IGNOU)	Continuing from 2005	IGNOU students

	Diploma in Nutrition and Health Education	School of Continuing Education (SOCE), Indira Gandhi National Open University (IGNOU)	Continuing from 2005	IGNOU students
	Internship for B.Sc (H) HDCS students	Day Care Center of Aarambh Play school	1-3 months	40
	Internship for B.Sc (H) HDCS students	Jamghat Aman Home for Boys Jamghat Aanchal Home for Girls Jamghat Angan for Street Children National Association for Blind	1-3 months	2 8 7 4
	B.Sc (H) Home Science, Dept of RMDA	Indian Pollution Control Association (IPCA) Greenpeace India	4 Months (In year 2019)	1 10

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
Department of Home Science			
Greenpeace and Department of Resource Management and Design Application	13rd April 2019 (Duration: 1 year)	Collaboration for conduct of various workshops, awareness campaigns related to plastic, waste and environment, campaigns to change attitude and behavior to conserve the environment and promote peace,help students to get hands-on-experiences through internships or projects.	8 teachers and 50 Students

Indian Pollution Control Association	1st Feb 2019 (1 year)	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
-	Rs. 8,34,047 /-

4.1.2 Details of augmentation in infrastructure facilities during the year

Facilities	Existing	Newly added
Campus area	8376.993 sqmts. (2.07) acres	
Classrooms	32	
Laboratories	34	
Seminar Halls	2	
Classrooms with LCD facilities	13	
Classrooms with Wi-Fi/ LAN	32	
Seminar halls with ICT facilities	1	● Digital Podium-1 ● Hitachi Projector-1 ● Monitorised Screen -1 ● Wireless Microphone-1 ● Samsung Digital Signage T.V -1 ● Cable and connector -1 ● Total cost – Rs. 4,99,950/-
Video Centre	-	

No. of important equipments purchased (≥ 1-0 lakh) during the current year.	38	**Department of Food and Nutrition and Food Technology, and Central Laboratory Facility** ● UIV- VIS Spectrophotometer- Rs. 6,12,420/- ● Tintometer- Rs. 5,89,575/- ● Water Activity Meter: Rs. 5,46,000/- ● Vacuum dryer: Rs. 1,98,240/- ● Laboratory Spray Dryer: Rs. 3,50,000/- ● High Performance Liquid Chromatography: Rs. 22,40,000/- ● Centrifuge: Rs. 2,18,400/- **Total: Rs. 47,54,635/-**
Value of the equipment purchased during the year (Rs. in Lakhs)	Rs. 1,31,94,563 /-	Rs. 50,19,110 /-
Others		

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-Koha	Partially automated	18.11.04.000	Using ILMS-Koha since 2017

4.2.1 Library Services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	25468		146	Rs. 1,91,820/-	25614	

Reference Books						
e-Books	All the E-resources subscribed by DULS	-	All the E-resources subscribed by DULS	-	All the E-resources subscribed by DULS	-
Journals						
e-Journals	All the E-resources subscribed by DULS	-	All the E-resources subscribed by DULS	-	All the E-resources subscribed by DULS	-
Digital Database	All the E-resources subscribed by DULS	-	All the E-resources subscribed by DULS	-	All the E-resources subscribed by DULS	-
CD & Video	100					
Library automation	Partially Automated					
Weeding (Hard & Soft)						
Others (specify)						

4.3 IT Infrastructure

4.3.1 Technology Upgradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Available band width (MGBPS	Others
Existing	154	3 Computer Labs (88 computer)	yes	3 (computer lab is used as browsing center)	3 (computer lab is used as computer center)	17	49	100 MBPS (Provided by University of Delhi)	
Added	14					8	6	-	
Total	168	3 (88 computer)	Yes	3	3	25 (11 in Accounts, 14 Administration)	55	100 MBPS	73-computers for students 95-computers for administration and Departments

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

| 1. College Website | 1. College website has a facility to upload study material for students. Study materials are password protected.

 Link: http://www.ihe-du.com/index.php?option=com_user&view=login&return=aHR0cDovL3d3dy5paGUtZHUuY29tL2luZGV4LnBocD9vcHRpb249Y29tX2NvbnRlbnQmdmlldz1hcnRpY2xlJmlkPTEwNnYZJdGVtaWQ9OTA= |
| 1.   Audio studio | 2. It is housed in twin sound proof rooms equipped with 16 channel analogy studio mixer, audio-monitor, speakers and two track sound cards. Recording and editing of radio programmes, video films and documentaries is undertaken in the audio studio.

 Link: http://www.ihe-du.com/index.php?option=com_content&view=article&id=75:audio-studio&catid=1:html-content&Itemid=77 |

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.

			Platform on which module is developed	Date of launching e – content

4.4 Maintenance of Campus Infrastructure

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

Assigned budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
-	-	-	Rs. 88,93,231/-

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

The Institute of Home Economics is a premier college of the University of Delhi that offers under-graduate, post-graduate and PhD programmes. The college was among the first few colleges of the Delhi University to completely automate/digitalize various academic, administrative and accounts related departments of the college and the entire **campus is Wi-fi enabled** to keep pace with the technological advancements and digital world. The college website also has a facility for uploading password protected / reference material.

http://www.ihe-du.com/index.php?option=com_content&view=article&id=76&Itemid=78

Institute of Home Economics has **implemented Imagination Learning System (ILS)'s College ERP system** to digitize the various academic and other processes like uploading information related to newly admitted, Student Records, Auto-allocation of sections, Generation of ID Cards, Admissions related reports like Withdrawal report, Category-wise, State-wise & Section-wise reports, maintaining Student Data, Course & Paper information, Timetable Maintenance, Online entry of Attendance and Internal Assessment, Maintenance of Fees-head & Subheads as per university guidelines, Generation of fees, Recording payment of fees and printing of receipts, Configuration of Earning & Deduction heads for various employee categories, Employee data management, Payroll generation, Tax computation, Maintenance of service book, Leave records and application, GPF and NPS records, research data of Faculty members, Online Survey module for capturing student and teacher feedback, and Conducting student union elections.

The library uses an integrated **multi-user library management system**s. Database can 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, and other online journals subscribed by the Delhi University library system and UGC.

http://www.ihe-du.com/index.php?option=com_content&view=article&id=72&Itemid=74

The Institute has several laboratories such as Physics, Chemistry, Biochemistry, Microbiology, Therapeutic Nutrition, Human Development, Apparel Designing, Clothing Construction, Resource Management, Communication and Extension; which are provided with computer facilities and internet for the benefit of the students and staff. Separate 5 labs are allocated for post-graduate students.

http://www.ihe-du.com/index.php?option=com_content&view=article&id=73&Itemid=75

The Institute also has three **computer labs equipped with 88 computers** with the latest software and high speed internet connectivity.

http://www.ihe-du.com/index.php?option=com_content&view=article&id=74&Itemid=76

The Institute also has a state of the art **audio studio** housed in twin sound proof rooms equipped with 16 channel analogue audio mixer, audio-monitor, speakers and two track sound card for recording and editing of radio programmes, video films and documentaries.

http://www.ihe-du.com/index.php?option=com_content&view=article&id=75&Itemid=77

The Institute also has two seminar rooms, and a spacious **air-conditioned conference room** with **modern audio visual facilities** for conducting conferences, seminars and workshops.

http://www.ihe-du.com/index.php?option=com_content&view=article&id=84&Itemid=88

The Institute has a thermally controlled gymnasium which is well equipped with the latest machines and equipments; two **multipurpose sports activity halls, table tennis facility, yoga facility and a basketball court** for fitness workouts and overall development of students.

http://www.ihe-du.com/index.php?option=com_content&view=article&id=139&Itemid=122

http://www.ihe-du.com/index.php?option=com_content&view=article&id=140&Itemid=79

The **IHE nursery school 'AARAMBH'** affirms its approach towards holistic child development and education through stimulating a learning environment for children. The school also offers different services like preschool centre, day care, after school care, guidance and counselling and workshops for parents.

http://www.ihe-du.com/index.php?option=com_content&view=article&id=80&Itemid=82

The combined excellence of educational curriculum along with the facilities provided have helped establish the Institute as a leading centre for women's education.

CRITERION V - STUDENT SUPPORT AND PROGRESSION			

5.1 Student Support

5.1.1 Scholarships and Financial Support

	Name /Title of the scheme	Number of students	Amount in Rupees
Financial support from institution	Grant of College Free ship	15	Rs.49980/-
Financial support from other sources			
a) National	Prime Minister Special Scholarship Scheme	06	Rs.176670/- For First Year Students Rs. 117760/- For Second Year Students
	Post Matric Scholarship	03	As per Delhi Government Norms (approx between Rs.2500-3000/ per student)
b) International			

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

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
1. Orientation for Students' with Special Needs	2nd September 2019	50	Enabling Unit and Equal Opportunity Cell, IHE invited Enabling Unit Coordinator, Indraprastha College
2. International White Cane Safety Day for Students sensitization on Visual Impairment	15th October 2019	45	Enabling Unit and Equal Opportunity Cell, IHE
3. Disability and Youth Dialogue	1st November 2019	60	Enabling Unit and Equal Opportunity Cell, IHE in partnership with United Nations Volunteer India and Nipman

4. International Disability Day	3rd December 2019	45		Enabling Unit and Equal Opportunity Cell, IHE invited eminent speaker Mr. Satish Kapoor
5. Cultural Diversity Across Globe Series of what	10th February, 2020	50		Mr. Basile, an international speaker, shared stories about cultural diversity witnessed by him during his cycling journey from Paris to Hongkong covering a distance of 18000 kms over 16 months during 2017-18
6. Corona Awareness Campaign and Mask Making	April- May 2020			NSS Volunteers, IHE
7. Book Donation to Poor Children- Daan Utsav	September 2020	100		NSS Volunteers, IHE
8. Yoga Week Celebrations	15- 22 June, 2020	56		Sports Committee, IHE
9. Webinar on 'COVID-19: Current Environmental Changes and Future Sustainability Opportunities	18th May 2020	90		Invited Speaker Professor Wesam Al Madhoun from Micro-pollutant Research Centre (MPRC), Faculty of Civil Engineering and Built Environment, Universiti Tun Hussein Onn Malaysia, addressed
10. In house Campaign- Plastic Strike Rally	17th September 2019	150		Environment and Community Outreach Committee, IHE
11. Plantation Drive for Green College Campus	5th September 2019	60		Environment and Community Outreach Committee, IHE

12. Environmental Awareness Week	2- 6 September 2019	30	Environment and Community Outreach Committee, IHE
13. Organic Waste Composting Management		30	Eco Club and Environment and Community Outreach Committee, IHE
14. Resume Writing Workshop	16th August 2019	100	College Placement Committee invited Yamini Sadquii, a NewYork based researcher and Founder of Upper Case
15. Verbal and Non Verbal Communication Skills	23rd September 2019	100	College Placement Committee invited Rupali Das, Alumni, MBA, FMS
16. Internship and Placement Fair	7th Feb 2020	180	College Placement Committee *en in the lockdown period 13 students did internships in a virtual mode.*
17. Self-Development Workshop Series	September 2019- February, 2020	44	Gnostic Centre
18. Research Methodology Workshop	8-10th January, 2020	120	Centre for studies of Developing Societies, IGNOU , Ajk mass Communication Research Centre
19. International Campus Film Festival	18th October, 2019	120	U- Special
20. Documentary films screening	17th October, 2019	100	#No Filter, Institute of Home Economics
21. Content Strategy and Blog Writing	26th February, 2020	40	Redleaf Communication

22. Webinar on 'Lockdown Bites: Redefining Gender Roles'	29thApril, 2020	80	Department of Development Communication
23. Virtual Workshop on Puppetry	9thMay, 2020	100	Development Initiatives for Change The Puppetarians
24. Webinar on Theatre as a medium of Communication	20th May 2020	90	Department of Development Communication
25. Webinar on storytelling titled 'Ye Kya Topic Hai'	23rd May 2020	100	Independent Filmmaker
26. Webinar on Journalism in the times of Pandemic	22nd May 2020	120	IndiaSpend
27. Webinar on Film Appreciation	28th and 29th May, 2020	100	EdCast, Netherlands
28. Personal Counselling and Mentoring by Department of Human Development and Childhood Studies	Since July 2019; Ongoing	Over 50	Department of Human Development and Childhood Studies
29. Mental health Society- Voices by Department of Human Development and Childhood Studies	Since February 2018; Ongoing	Over 50 enrolled	Department of Human Development and Childhood Studies
30. Workshop on 'Professional Networking Communication'	30th January 2020	60	The Vedica Scholars Programme' for Women (In collaboration with RMDA)
31. Webinar on 'Information Literacy: Knowing the Right News in the Digital Age'	13th May 2020	72	Ms. Pallavi Singh (Speaker) Hindi Preceptor and Cultural Enabler, Co-founder: hindilessons.co.in
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 - 2020	Career Counselling	90	90	17	17

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
Prevention of Sexual Harassment	Nil	-
Equal Opportunity Cell	**2**	10-12 Days
Anti-Ragging	Nil	-

5.2 Student Progression

5.2.1 Details of campus placement during the year

On campus			**Off Campus**		
Name of Organizations Visited	Number of Students Participated	Number of Students Placed	Name of Organizations Visited	Number of Students Participated	Number of Students Placed
Peepul	48	6	PP International School	1	1
Pathways	48	4	Happy English School	1	1
			Heights Incorporation (UNICEF India)	1	1
			Gatik Exports	1	1

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
2019-2020	18	BSc (Hons) Biochemistry	Biochemistry	University of Delhi National University of Ireland University of Hyderabad Guru Nanak Dev University, Amritser Banras Hindu University Central University of Punjab Jamia Hamdard University	M Sc Biochemistry M Sc Neuropharmacology M Sc Biotechnology M Sc Molecular and Translational Neuroscience M Sc Biomedical Sciences M Sc Biochemistry
2019-2020	13	Bachelors in Elementary Education	Department of Elementary Education	CIE, University of Delhi Guru Gobind Singh Indraprastha University Maharishi Dayanand University IGNOU	M.Ed/M.A. in Education M.Ed M.Ed M.A.(English), Sociology

2019-2020	5	B.Sc. Home Science (Hons.) Department of Communication and Extension	Department of Development Communication and Extension	Azim Premji University	
		B.Sc. Home Science Pass with specialization in Department of Communication and Extension		St. Xaviers Mumbai	
	13			Dept of Adult and Continuing Education, Delhi University	
		B.A. (Hons)Journalism)		Department of Development Communicatio n and Extension, Lady Irwin College, Delhi University	
				Indian Institute of Mass Communicatio n	
				Xaviers Institute of Communicatio ns, Mumbai Azim Premji University	
				Media and Cultural Studies, Central University of Rajasthan	

2019-2020	13	B.Sc. Home Science (Hons)Fabric and Apparel Science B.Sc. Home Science Pass with specialization in Fabric and Apparel Science	Department of Fabric and Apparel Science	Institute of Home Economics Lady Irwin College National Institute of Fashion Technology	M.Sc. Fabric and Apparel Science, Ph.D. M.Sc. Fabric and Apparel Science, and B.Ed., Masters of Fashion Management
2019-2020	70	B.Sc. Home Science (Hons)Food and Nutrition B.Sc. Home Science Pass with Specialization in Food and Nutrition B.Tech Food Technology M.Sc.(Food and Nutrition)	Department of Food and Nutrition	Institute of Home Economics Lady Irwin College Doctoral and Research Programmes at University of Delhi	M.Sc.Food and Nutrition PG Diploma in Dietetics

| 2019-2020 | 20 | B.Sc. Home Science (Hons) Human Development

B.Sc. Home Science Pass with specialization in Human Development | Department of Human Development and Childhood Studies | Doctoral and Research Programmes at University of Delhi

Lady Irwin College

Tata Institute of Social Sciences

Azim Premji

Ambedkar University Jamia Milia

TERI

IGNOU | M.Sc. (HDCS) at Lady Irwin

B.Ed. Home Science

PG Diploma in Special Education

M.Sc. (Early Childhood Care) |
|---|---|---|---|---|---|
| 2019-2020 | 7 | B.Sc. Home Science (Hons) Resource Management and Design Application

B.Sc. Home Science Pass with specialization in Resource Management | Department of Resource Management and Design Application | Lady Irwin College | M.Sc. (RMDA) |

2019-2020	17	BSc (H) Microbiology	Microbiology	Xavier's Institute of Management, Bhubaneswar	M.Sc. Marine Biotechnology
				Amity University	M.Sc. Infection, Immunity and Human Disease
				Banras Hindu University	
				Guru Gobind Singh Indraprastha University	M.Sc. Microbiology
					M.Sc. Forensic Science
				Galgotia's University	
				University of Nottingham, UK	M.Sc. Human and Molecular Genetics
				IIT Roorkee	
				Indian Institute of Management, Rohtak	M.Sc. Microbiology and Immunology
				SGT University	M.Sc. Environmental Microbiology
				University of Leeds	
				DDUGU, Goa University	M.Sc. Bioinformatics
					MBA

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
	17 including 4 clearing JRF	

UGC National Eligibility Test in Home Science		Vaishali Pathak **JRF** DL01545226
		Rashi Saini HR0405203710
		G Kavyashri DL0105212042
		Akanksha Sharma DL015207181
		Princy Jain DL0105207129
		Barkha **JRF** DL01524585
		Mehak Surana DL01508022
		Palak Mahajan DL01530741
		Priyanka Prajapati **JRF** DL0105212060
		Avani Verma DL01511861
		Neha Singh **JRF** DL01539053
		Payal Garg DL0105212161
		Ayushi Singh DL01550455
		Tanya Srivastava DL01532425
		Radhika Gupta DL01544825
		Ishita Agarwal UP09503869 UP0905202955
SET		
SLET		
GATE		
GMAT		

CAT		
GRE		
TOFEL		
Civil Services		
State Government Services		
CTET	**45**	

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

Activity	Level	Participants
Online Poster Competition on theme 'Prevention and environmental related aspect of COVID-19'	Inter-college (DU)	20
Oats-based recipe competition "Share Your Bowl of Oats"	Inter-college (DU)	90
Inter- college Street Food Photography Competition Theme: Foods of India	Inter-college (DU)	94
An inter-college debate competition 'Battle of Minds' Topic: "Are Food Supplements Crucial to Reduce Malnutrition?"	Inter-college (DU)	4 teams (8 participants)
Ad-mad Competition	Inter-college (DU)	11 teams (22 participants)
Inter-college Quiz contest Theme: 'Food Safety and Quality'	Inter-college (DU)	16 teams (32 participants)
Treasure Hunt	Inter-college (DU)	22 teams (44 participants)

Poster making competition on "Healthy Eating and Lifestyle during COVID-19 Pandemic"	Inter-college (National Level)	81
Video Competition on "Ensuring Food Safety during COVID-19 Pandemic"	Inter-college (National Level)	33
Audio Competition on "Ensuring Food Safety during COVID-19 Pandemic"	Inter-college (National Level)	18
Poster Making Competition on the following themes: -Methods to Save Water -Avoid Forest Fire -Solid Waste Management	College Level	25
Fashion Show competition to present unique scarf tieing techniques	College Level	62
Fab Quiz- Quiz on common fashion terms	College Level	59
Dress in a minute competition	College Level	15
Fashion Show competitionon Classic Bollywood Styles	College Level	118
Poster Making Competition on the following themes: -Methods to Save Water -Avoid Forest Fire -Solid Waste Management	College Level	25
Waste to Wonder Competition	College Level	25

Debate Competition: Companies should/should not be tamed under the standards of carbon emission and other negative environmental impacts	College Level		
Debate competition on the theme 'Coronavirus: Unprecedented Challenges'	College Level	9	
Poster-Making competition on 'Cyber Security: Covid -19'	College Level	22	

The Annual College Sports Day and Cultural Fest were cancelled in 2019-2020 due to demise of the College Founder

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	Name of the student
2019	Third Prize in Testing Vita-The Biological Quiz, Kirori Mal College	Inter College		Academic Fest		Aastha Batta Rashi Ladha

2019	First Position in Algorithm, Chitkara University	National		POISE-Students' Fashion Society, IHE	2018HSH098 2017HSP073 2017HSP160 2017HSP065 2017JSM048 2018HSP188 2018HSP225 2018HSP017 2019HSP217 2019HSP196 2019HSP211 2019FTH021 2019HSP159 2018JSM039 2018HSP197 2018HSP189	Mehak Tewatia Tanya Pahwa Ritika Priya Sharma Vanshika Kalyana Jaya Sunariya Lisha Singh Simran Chauhan Kashish Bhardwaj Shradha Avni Khajuria Tanvi Kakkar Mavia, Nishika Kashyap Sonali Vishwakarma Khushi Gupta
2019	First Position in Render, Shiv Nadar University	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above

2019	First Position in Safarnama, Symbiosis Law School	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Fashion Crave, BML Munjal University	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Lilac Dreams, Indira Gandhi Delhi Technical University for Women	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Kritva, International Management Institute	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Samavesh, Fortune Institute of International Business	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Ziva, Ambedkar University	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in A'LA Mode, Lady Irwin College, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above

2019	First Position in Tres Chic, Dyal Singh College, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Panache, Shivaji College,DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Forge, Maitreyi College, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Srijanika, Deen Dayal Upadhaya college, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Showstopper, Atma Ram Sanatan Dharma College, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in A'LA Mode, Lady Irwin College, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Tres Chic, Dyal Singh College, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above

2019	First Position in Panache, Shivaji College,DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Forge, Maitreyi College, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Srijanika, Deen Dayal Upadhaya college, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Showstopper, Atma Ram Sanatan Dharma College, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in A'LA Mode, Lady Irwin College, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Tres Chic, Dyal Singh College, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Panache, Shivaji College,DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above

2019	First Position in Exploranza, Pannalal Girdharlal Dayanand Anglo-Vedic Evening College, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Promenade, Daulat Ram College, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	1st Runner up Team in Riwaaz-E-Hind, Vivekananda Institute of Professional Studies	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	1st Runner up Team in Passion, Institute of Management Technology, Ghaziabad	National		POISE-Students' Fashion Society, IHE	Rishav	Rishav
2019	1st Runner up Team in Zeitgeist,Indian Institute of Technology	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Exploranza, Pannalal Girdharlal Dayanand Anglo-Vedic Evening College , DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	First Position in Promenade, Daulat Ram College, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above

2019	1st Runner up Team in Riwaaz-E-Hind, Vivekananda Institute of Professional Studies	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	1st Runner up Team in Passion, Institute of Management Technology, Ghaziabad	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	1st Runner up Team in Zeitgeist, Indian Institute of Technology, Ropar	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	1st Runner up Team in Ikhtiyaar, Symbiosis Centre for Management Studies, Noida	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	2nd Runner up Team in Vogue, Shaheed Rajguru College of Applied Sciences of Women, DU	National		POISE-Students' Fashion Society, IHE	Same as Above	Same as Above
2019	Best Wardrobe in Reverbe, Indraprastha Institute of Information Technology Delhi	National		POISE-Students' Fashion Society, IHE	2017HSP073	Tanya
2019	Miss Vogue in Vogue Night, Lal Bahadur Shastri Institute of Management	National		POISE-Students' Fashion Society, IHE	2017HSP073	Tanya

2019	Best Look Female in Impressions, Jay Pee Institute of Information and Technology, Noida	National		POISE-Students' Fashion Society, IHE	2017JSM048	Vanshika Kalyan
2019	Best Female Model in Forge, Maitreyi College, DU	National		POISE-Students' Fashion Society, IHE	2017HSP065	Priya
2019	Best Female Model in Forge, Maitreyi College, DU	National		POISE-Students' Fashion Society, IHE	2017HSP160	Ritika
2019	Best Female Model in Nirvana, Vardhman Mahavir Medical College	National		POISE-Students' Fashion Society, IHE	2017HSP160	Ritika

| 2019 | Best Performer in Lalkaar'20, Shaheed Rajguru College for Women | National | | Play Students' Society, IHE | 2018JSM027 2017HSP125

2018HSH048 2019HSP204 2019JSM037

2019JSM002 2019JSM007 2019HSP010 2019HSH092 2019MBH027

2019HSP077

2019JSM031

2019HSP086 | Rishav

Nidhi Lakra

Cheshtha Sharma

Prarthna Madan

Meher Sharma

Aarti

Aayushi

Bhavya Bansal

Gopika Sunil

Isha Rawat

Ishika Sharma

Kritika

Mrinalini Venugopal

Rashmi Singh

Shweta, Vanshika |
| 2019 | Best Performer in "Madari'20, Rashtriya Kala Manch Govt. organization | National | | NAVRANG-

Street Play Student's Society, IHE | Same as Above | Same as Above |

2019	Best Performer in "Udaan'20, Lloyd law College" Best Performer in Roohaniyat'20, Lady Hardinge Medical College	National		NAVRANG- Street Play Student's Society, IHE	Same as Above	Same as Above
2019	Best Performer in Streetstruck'20, Aryabhatta College	National		NAVRANG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	Best Performer in Pukaar'20, PGDAV Eve. College, DU	National		NAVRANG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	Best Performer in Converge'20, JIIT Noida	National		NAVRANG- Street Play Student's Society, IHE	Same as Above	Same as Above
2019	Best Performer in Maidan-E-Rang, Aravali College of Engineering and Management	National		NAVRANG-Street Play Student's Society, IHE	Same as Above	Same as Above
2019	Best Performer in Melange'20, Jesus and Mary College, DU	National		NAVRANG-Street Play Student's Society, IHE	Same as Above	Same as Above

2019	Best Performer, Indian Institute of Fashion Technology	National		Navrang-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	Best Performer in Hasratein'20, Indraprastha Institute of Information Technology, Delhi	National		NAVRA NG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	First Position, Kalindi College,DU	National		NAVRA NG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	First Position in SCINTILLA, Jaipuria School of Business	National		NAVRA NG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	First Position in MIRAGE'20, Deen Dyal Upadhyaya College, DU	National		NAVRA NG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	First Position in Kritva'20, IMI, Hauz Khas	National		NAVRA NG-Street Play Students' Society, IHE	Same as Above	Same as Above

2019	Second Position in Majlis'20, Birla Institute of Management and technology	National		NAVRANG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	Second Position in Antarnaad'20, Vivekananda Institute of Professional Studies	National		NAVRANG-Street Play Students' Society, IHE	Same as Above	Same as Above
	Second Position in "Melange'20, Jesus and Mary College, DU	National		NAVRANG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	Third Position in Aspire 2020, Bharatiya Vidya Bhawan	National		NAVRANG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	Second Position in Majlis'20, Birla Institute of Management and technology	National		NAVRANG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	Second Position in Antarnaad'20, Vivekananda Institute of Professional Studies	National		NAVRANG-Street Play Student's Society, IHE	Same as Above	Same as Above

2019	Second Position in "Melange'20, Jesus and Mary College, DU	National		NAVRANG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	Third Position in Aspire 2020, Bharatiya Vidya Bhawan	National		NAVRANG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	Best Script in Munadi'20,Janki Devi Memorial College, DU	National		NAVRANG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	Best Script in Atelier's theatre festival	National		NAVRANG-Street Play Students' Society, IHE	Same as Above	Same as Above
2019	Third Position in Monatge, Jesus and Mary college (Kulhad Painting), DU	National		IRIDESCENCE Students' Arts Society, IHE	2018HSH069 2018FTH074	Kusum Deshmukh, Ankita Singh
2019	Third Position in Monatge, Jesus and Mary college (Newspaper Dress Making),DU	National		IRIDESCENCE Students' Arts Society, IHE	2018HSP190	Komal Jain

2019	Second Position in Varnatulika - on the spot painting, Ramanujan College, DU	National		IRIDESCENCE Students' Arts Society, IHE	2019LED01 , 2019HSP104	Kanika Bhardwaj Piyali Deb
2019	Second Position in Quintessence-Mehndi, Lady Irwin College, DU	National		IRIDESCENCE Students' Arts Society, IHE	2017HSP010	Yashassvi Gaur
	Second Position in Nirvana'19- Doodle Making, Vardhman Mahavir Medical College	National		IRIDESCENCEStudents' Arts Society, IHE	2019HSH076	Jessica Madaan
2019	Third Position in Nirvana'19- Doodle Making, Vardhman Mahavir Medical College	National		IRIDESCENCE Students' Arts Society, IHE	2018FTH011	2018FTH011
2019	Third Position in Nirvana'19- Doodle Making, Vardhman Mahavir Medical College	National		IRIDESCENCE Students' Arts Society, IHE	2018HSH058	Kritika Adlakha
2019	Third Position in Winspire! Brush it up , Sir Guru Gobind Singh College of Commerce (Water colour Painting)	National		IRIDESCENCE Students' Arts Society, IHE	2018HSH115	Amisha Rohilla , Aanchal

2019	First Position in Revamp 2020, Krishna Engineering College	National		ELEGANZA, Students' Dance Society, IHE	2019HSH024 2018JSM048 2018FTH063 2018HSH121 2018HSH107 -------------- 2019HSP226 2019HSP038 2018HSP050 2018HSP163 2018HSP120	Shreya Astha Sneha Sonal Shivani Babayna Nimisha Malvika Atreyee Krushnali Durva
2019	Second Position in AID FEST 2020, Apeejay Institute of Design (AID) New Delhi	National		ELEGANZA, Students' Dance Society, IHE	Same as Above	Same as Above
2019	Third Position in Group Dance, J.K.Bussiness School	National		ELEGANZA, Students' Dance Society, IHE	Same as Above	Same as Above
2019	Second Position in B-plan competition , Bhartiya Vidyapeeth College of Engineering	National		ENACTUS Students' Entrepreneur-ship Society, IHE	2018FTH015 2018FTH001 2018FTH006 2018HSH010	Mansi Tyagi, Akriti Shilmana, Ayushi Gupta Huma
2019	Third Position in B-plan competition , Kamla Nehru College ,DU	National		ENACTUS Students' Entrepreneur- ship Society, IHE	2018FTH045 2018FTH041	Ilika Tiwari, Bhagwant

2019	14th Globally at 1 Race 4 Oceans 77-Second Films for Action & Impact	**International**		ENACTUS Students' Entrepreneur- ship Society, IHE	2018FTH036 2018FTH015 2018FTH001 2019MBH003 2019MBH024 2018HSP149 2018HSH086	Aditi Singh Mansi Tyagi Akriti Shilmana Aayushi, Anushka Joshi Priya, Aneema
2019	Qualified for participation in ENACTUS WORLD CUP	**International**		ENACTUS Students' Entrepreneur- ship Society, IHE	2018FTH036 2018FTH001 2019MBH003 2019HSH068 2018FTH003 2018FTH015 2018FTH006 2019FTH006 2018FTH044 2018HSH086 2018HSH024 2019HSH060	Aditi Singh Akriti Shilmana Ayushi Jasmine Apeksha Mansi Tyagi Ayushi Gupta Harleen Kaur Habiba Ansari Aneema Mohapatra
2019	Qualified for second Round, B- Plan Competition, Netaji Subhash Institute of Technology	National		ENACTUS Students' Entrepreneur- ship Society, IHE	Same as Above	Same as Above
2019	Qualified for second Round , B-Plan Competition, College of Vocational Studies	National		ENACTUS Students' Entrepreneur- ship	Same as Above	Same as Above

				Society, IHE		
2019	Gold Medal at LSR Women Judo Competition	Inter College	Sports			Garima Tokas
2019	Bronze Medal in Boxing Championship	Inter College	Sports			Mahima Hooda
2020	Second Prize in Science Quiz, Maitreyi College	National		Academic Fest		Anima Tripathi Swetha
2020	First Prize in AMALGAM-A Multidisciplinary Quiz, Venketshwara College	Inter College		Academic Fest		Anima Tripathi Swetha Aastha Batta Rashi Ladha

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

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

In Progress. Initial approvals and processes have been initiated with approval from the General Body. The College is in the process of formally registering its Alumna Association under the Societies Registration Act. The name of the association is proposed to be "Institute of Home Economics Alumni Association".

The alumni association proposes to build a network of alumni. One of the most important functions of the association will be to bring together a collective resource pool which has possibilities to contribute to academic and co-curricular life at college. It plans to organize activities for reminiscing like picnics, bonding and bonhomie meets, solicit and formalise the participation of alumni in college activities. The College plans to have souvenirs, mementos and a directory that serve as aide de memoire of the institution. Through the alumna body, we plan to reach out to the community and organise service activities.

At the PG Level

The **Department of Fabric and Apparel Science** connects with its alumni by inviting them to webinars and guest lectures. The alumni share their valuable industry, academia and research experience with students. Also, the department connects with its alumni through social media activities through its Facebook page. Through regularly updating Facebook page the department is able to connect with more than 600 alumni and allied networks. The alumni help the department in training and placement of graduate and undergraduate students from time to time in industry.

The **Department of Food and Nutrition** Constituted its own Alumni Association called IFNAA (short for Institute of Home Economics Food and Nutrition Alumni Association), for its postgraduate students in the year 2009. Since then, IFNAA has had 6 meetings. Though the meetings are usually held in the month of September which usually coincides with *Poshan Maah* (earlier nutrition week), a Conference on Interactions with alumni were held in various departments at the Undergraduate level. These exchanges serve as a dialogue between budding professionals and students to guide about challenges of the various fields along with orientation and scope to the Industry demands and outlets. "Promoting food and nutrition for health and wellbeing" was held in March 2019, by the Food and Nutrition Department to mark the Silver Jubilee of its M.Sc. Programme. Alumni of the Department participated wholeheartedly and had fruitful interactions amongst each other and faculty members. Although another meet was planned for March 2020, this could not be held due to the Covid-19 Pandemic, however a webinar was organised in the IFNAA later in September 2020. The department is also in the process of updating our list of members and reaching out to more alumni.

Undergraduate Departmental Initiatives

Interactions between students and alumni are regular features of departmental activities. These interactions often held during academic fest sets a dialogue between students and alumni on the changing professional avenues and adaptive values for sustainability and professional development.

5.3.2 No. of registered enrolled Alumni:

5.3.3 Alumni contribution during the year (in Rupees)**:**

1.   Meetings/activities organized by Alumni Association**:**

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)

1. The College gave a lot of importance to effective decentralization and participatory management by involving all stakeholders in important decision-making process. The governing body was in constant touch with the other college functionaries. Each department teacher-in-charge had regular meetings with the Director. The Director discussed important issues with the teachers-in –charge who further discussed the matter with their staff and conveyed the decision back to the Director. Similar practice was followed in accounts and administration departments too. In addition to these meetings, regular staff council meetings were also held to increase the participation of the staff members in the decision-making process.

   The College can boast of a very well-structured committee system which looked at all the issues related to the College – both academic such as time tables, admission, library etc. as well as extra- curricular such as cultural, college magazine etc. The convenor and co- convenor of each committee regularly discussed important issues with the other members of the committee and gave the feedback to the Director. When the pandemic started, a need was felt for a committee to address the psychological problems of the students and therefore, a counselling committee was immediately set up. The details of the committee members and information regarding the functioning of the committee was put up on the website.

   Some of the committees also involved students in the decision-making process – such as the cultural committee, placement committee etc. Some committees such as the student amenities on the basis of feedback from the students and their active participation, made necessary modifications in the functioning of canteen, photostat shop etc.

   The spirit of participatory management was especially visible during the organisation of academic day/ week by each department. The students were encouraged to organise various events and take responsibility for the same too.

   In order to further involve the students in management related activities, a number of departments set up specific clubs such as the Eco club, Media club etc.

   The College also had a strong and active student union which played an important role in addressing student related issues with the college authorities.

2. Purchase through Government eMarketplace (GeM) and Central Public Procurement Portal (CPPP) – The College started the purchase mechanism through Government eMarketplace (GeM) and Central Public Procurement Portal (CPPP) in 2018 and has been continuously trying to iron out any obstacles or hurdles. The system increased transparency and convenience in all purchase and transactions. It also increased the possibility of public participation through its basic feature of public procurement. In order to further streamline the institutional purchase mechanism, the teaching and the non-teaching staff were continuously involved in training workshops.

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

Yes, the college has a very sophisticated Management Information System operated through ILS – Imagination Learning Systems.

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

- Curriculum Development:

The curriculum of undergraduate courses of Home Science, Microbiology, Biochemistry, Food Technology, Journalism were revised on the basis of Learning Outcomes-based Curriculum Framework (LOCF) guidelines. Similarly, the post – graduate curriculum of Food and Nutrition and Food Technology and of Fabric and Apparel Science were also revised. The addition of learning outcomes to the earlier designed and implemented curriculum made the teaching – learning process more flexible, innovative and learner centric.

A large number of faculty members were involved in the process of framing the learning outcomes of most of the courses. They were constantly involved in the process of upgrading the curriculum at both the undergraduate and post graduate level. The teachers were in constant touch with the relevant industries, hospitals and other academic institutions such as National Institute of Fashion Technology, Indian Institute of Technology, Delhi etc. and within the broad framework of the syllabus incorporated changes to make the student more capable of fitting into the job market.

The review of the Bachelor of Elementary Education curriculum is also underway at the University level with active engagement of teachers from the department both as members as well as coordinators of specific subjects/disciplines.

- Teaching and Learning:

The teachers constantly tried to improve the quality of teaching-learning process. The semester began with setting of the academic calendar for the entire college and specific lesson plans were made by each teacher. Each department conducted regular meetings to discuss new activities that could make the teaching - learning process more engaging for the students. The extension and outreach activities were also planned and constituted an integral part of the curriculum. A number of field visits were also organised. Every department organised 'Academic week' in which talks, seminars, workshops etc. were held and conducted by eminent personalities.

Since the College has a computer laboratory with computers and curriculum related software such as Diet Cal (updated V10), Auto – Cad, 3ds – Max, Coreldraw etc. attempts were made to familiarise the students as far as possible to digital learning

The students requiring extra input were also helped via remedial classes.

A system of student feedback was institutionalized in order to improve the teaching learning process and practices.

- Examination and Evaluation:

The examination and its evaluation were carried out as per University guidelines and instructions. The CIE – Continuous Internal Evaluation – was followed and the students were assessed continuously over a period of time. The students had to submit assignments at regular intervals and were also expected to participate in oral quiz, seminar presentations etc.

The internal assessment was calculated as per the University's norms and regulations. The College has an Internal Assessment Committee which compiled the internal assessment of students and the students were asked to view their scores online. In case of any grievance, it was immediately settled by the committee.

A large number of faculty members were paper setters, and few were moderators too. Almost all faculty members were also involved in the process of paper evaluation.

- Research and Development:

The College received the FIST (Fund for Improvement of S&T Infrastructure in Universities and Higher Educational Institutions Program) grant from Department of Science and Technology worth Rs. ~~92,50,000 and~~ was also the proud recipient of the Star College Fund of Rs.29,99,000 from Department of Biotechnology

The faculty has been working on seven major and one minor projects. Out of these four are international and remaining are sponsored by national organizations. The international organizations are the Wellcome Trust, United Kingdom, Bill and Melinda Gates Foundation, USA, University of Sydney and World bank, United Nations Framework Convention on Climate Change, United Nations Development Programme and World Health Organisation South East Asia Region. The national organizations are Indian Council of Social Science Research, Department of Biotechnology and Delhi Commission for Protection of Child Rights. In order to weave in research experiences and strengthen teaching, the faculty continuously engages in research work. The faculty members wrote and presented papers at conferences and got them published in reputed journals. A total of 45 papers were published during the period from May 2019 to June 2020 in national and international journals of repute.

The undergraduate students of department of Home science study a subject - Research Methodology in the final semester. As part of the curriculum, the students were guided to conduct short research studies on areas of social and academic relevance. They were also trained in compiling, analysing and presenting data.

The postgraduate students of the department of Food and Nutrition and Food Technology as well as from the department of Fabric & Apparel Science are required to conduct research and submit a dissertation.

The students of the department of Food and Nutrition and Food Technology conducted research on contemporary issues pertaining to public health nutrition, clinical nutrition and food science like assessment of preconception health care knowledge, attitude and practices of women, evaluating knowledge and skills of anganwadi workers given training under Poshan Abhiyaan, body dissatisfaction and its implications on dietary practices and nutritional status of college students, prevalence of food addiction and its correlates among college going students, consumption pattern of commercially available complementary food among infants (6-18 months), association of stress, coping strategies and eating behaviour on glycemic control among type 2 diabetics, prevalence of obesity in young female adults and assessment of body composition (fat mass and fat free mass) using anthropometry, bioelectrical impedance and deuterium dilution method, preference and usage of online food ordering applications in young working adults, content analysis of food related television advertisements aimed at children and women: a pilot study in Delhi, perilla oilseed cake as a source of natural antioxidant and its role in thermal stability of PUFA rich soybean oil, development of protein isolates from perilla seed oil cakes, its physico-chemical analysis and utilisation in food products, utilization of mango co-products as functional ingredient.

The dissertation work done by M.Sc. Fabric and Apparel Science students during the academic year 2019-2020 was focussed on domain areas like sustainability in textiles and fashion industry, conservation of traditional textiles, crafts, resources, microbial dyeing of natural fibres, natural dyeing, sustainable wet processing etc. Since the thrust area of Textile Industry is to adopt green supply chain by incorporating novel, sustainable fibres and processes, therefore in accordance with the industrial requirements, the dissertation work was done on topics like use of *henna* for dyeing natural fibres, traditional black dye using rusted iron and jaggery, analysis of traditional black dye *kasim*, use of agro- bio residues like tamarind kernel powder, *litchi* kernel powder and *babool* gum as thickening agents for printing natural fibres,

dyeing of natural fibres with dye extracted from algae. The focus of textile industry is also on conservation and revival of traditional crafts indigenous to states, clusters and tribes. Two students undertook work on leather embroidery of Himachal Pradesh and state of art of *Manjusha* paintings of Bihar. Through the dissertation work students were given hands on training to understand the current issues faced by textile and fashion industry and to scientifically address the concerns.

There were also two students who were awarded the Ph.D degree. Their topics were , 'Assessment of Indoor Environmental Quality and Students Performance in Private Schools of Delhi' and 'Extraction of fibre from corn stalk for development of composite material'.

A three day 'Research Methodology Workshop' was also organised for the students. The workshop had eminent speakers from Jamia Millia Islamia, Centre for the Study of Developing Societies, School of Journalism and New Media Studies (IGNOU), School of Gender Studies (IGNOU), Delhi School of Economics and Jawaharlal Nehru University. The workshop was an enriching experience both for students and faculty and as an extension of the workshop, several students of the college participated in the research study conducted by Centre for the Study of Developing Societies (CSDS), on the decision-making patterns of people across different income groups in Delhi.

In order to help students to develop theoretical and methodological base/foundation for their own research work, the department of Elementary Education initiated the formation of two reading groups. One of them was on philosophy and the other on language. The reading sessions were conducted weekly and were open for faculty member from other colleges and ex- students of the department working in schools or studying further and having an interest in research.

- Library, ICT and Physical Infrastructure / Instrumentation:

The entire campus is Wi-fi enabled to facilitate academic as well as research work by the faculty and the student. The College has a library which is well stocked with books, journals and other reading materials. There is provision of laptops and computer workstations too.

A photocopy shop which provides services related to photocopying non copyright material, binding of thesis, printing of simple posters etc. is also available on site.

The individual departments of the College also have their own libraries and resource rooms for the convenience of the students. A continuous up gradation of books and study materials was done to strengthen the department's library. Innovative learning materials are brought every year from various innovative centres of learning for the resource room to be used by students and faculty to support teaching and pedagogy. The structure and the practices in the resource room are such that it enables students to create their own space for reading, writing and interaction be it through books, study materials or through films/documentaries/visuals screened by the faculty.

The practical component of the curriculum was executed in the well - equipped laboratories of the different departments. These are well ventilated, spacious and have computer facilities and internet.

There are also three computer laboratories which have computers and latest software such as Diet Cal (updated V10), CorelDraw, AUTO-CAD, 3ds – MAX etc. One of the laboratories is meant only for the faculty and the remaining two are used by the students. These laboratories are manned by technically qualified professional. Internet facility is available free of charge to both the staff and the students.

The pride of the College is a technologically sound state of the art Audio Studio. It is housed in twin sound proof rooms equipped with 16 channel analogy studio mixer, audio-monitor, speakers and two-track soundcard. The students use the studio for recording and editing of radio programmes, video films and documentaries.

There is also a large, air – conditioned conference room with modern audio – visual facilities (digital podium) for conducting conferences and workshops.

The College believes in the overall development of the students and therefore along with academics pays a lot of attention to the physical development of the students. The campus has an air – conditioned gymnasium with latest state of the art equipment's such as cross trainer, four station gym, rowing machine, leg exerciser etc. A table – tennis hall with two table tennis tables is also there for the students. Along with this, there are two multi-purpose activity halls which are used for conducting yoga, zumba and aerobics classes. A basketball court is also in the rear side of the college building. There is also provision for playing badminton.

A unique facility available in the campus is the IHE nursery school – *Aarambh* which is an early child development centre. It not only provides day care for the children of the staff but also for the working parents living in the near – by area. The centre also organises workshops on various issues related to parenting for the benefit of the parents.

The open-air amphitheatre is also unique feature of the college campus which is widely used for conducting intra and inter college events. A ramp connects the amphitheatre with the parking space.

The students have been provided with a large spacious common room for their own use. A sanitary napkin dispenser is installed in the room for the convenience of the students.

A canteen which serves snacks, beverages and meals is functional on the college campus.

A lift is also operational in the college.

In order to maintain safety and security of the staff and students, there is a web of security cameras. There are a total of 29 cameras, eight of which belong the college and twenty-one have been installed by the Delhi Government.

The main entry gates are manned by professional security personnel both males and females.

- Human Resource Management:

The entire staff –teaching, administrative staff and laboratory staff were encouraged to regularly participate in workshops and seminars to strengthen their work performance, roles and responsibilities. The staff council meetings were a regular feature where all issues related to students, staff etc. were discussed.

All the staff members – teaching and non – teaching are also members of their respective staff associations.

- Industry Interaction / Collaboration:

The Department of RMDA signed MOU with Green Peace, India and Indian Pollution Control Association. As a result of the collaboration, awareness generation workshops were conducted on segregation of waste and converting organic waste into manure, under the project 'S.O.R.T.' (Segregation of Organic-Waste for Recycling and Treatment).

The Department of Fabric and Apparel Science was involved in the training of 230 sales force staff and regional managers of Tribes India, Ministry of Tribal Affairs, Government of India through series of webinars. The training modules were scheduled from 24th - 26th April 2020. The training was also conducted on 16th and 17th March 2020 in National Small Industries Corporation (**NSIC**) complex.

The students did their internship and dissertation in different government and private hospitals, media houses, publishers, public relations, MCD schools and Sarvodaya Vidyalayas, advertising firms and non-governmental organizations. The departments collaborated / partnered with various organizations like All India Institute of Medical Sciences, National Institute of Social Defense, Institute of Liver and Billiary Sciences, Indian Council of Medical Research, Indian Institute of Technology, Delhi, to organize interactive sessions, academic week and lectures.

- Admission of Students:

The admission for all under – graduate courses, except for B.El.Ed course, is based on merit. The admission to the B.El.Ed course is as per National Council of Teacher Education (NCTE) norms and regulations which is a statutory body binding on B.El.Ed. The post graduate diploma course in Dietetics and Public Health Nutrition (DDPHN) is also on the basis of merit. The post graduate degree course (M.Sc) of the department of Food & Nutrition and Food Technology and Fabric & Apparel Science admits 50 % of the students on the basis of merit and the remaining 50% on the basis of entrance examination.

6.2.2: Implementation of e-governance in areas of operations: (Information from Office)

- Planning and Development:

The college has implemented the Imagination Learning System (ILS). The integrated Enterprise Resource and Inventory Management (ERP) helps to integrate planning, purchasing inventory, marketing, sales, human resources and much more. It allows the different departments to communicate and share information more easily.

Important notices, vacancies, tender notices, and events were posted on the college website for all to see. This accelerated the process of planning.

The website also gives information related to right to information act.

The information required by the students – admission related, time – table, internal assessment, attendance etc. were put on the website along with information regarding the events organised by the college – competitions, webinars etc.

During the pandemic, the website was used for disseminating important information to the students. The students could access notes which were put up by the teachers for the convenience of the students.

● Administration:

The functioning of administration was automated and provided required facilities for employee data management. The teaching and the non-teaching staff could access their administrative and accounts related data through their profile. Even the salary slips could be accessed and generated online. It was also made possible to lodge online complaints and grievances. Official email IDs were allotted to all the faculty members for official purposes.

● Finance and Accounts:

The college used the software Tally which is a window based Enterprise Resource Planning software. The software not only handled accounting, Inventory management, Order Management but also tax management, payroll etc. It supported all day-to-day processes from recording invoices to generating various MIS reports.
All the purchase was done through GeM and CPPP which ensured efficiency, transparency and accountability in the system.

● Student Admission and Support

The process of student admission is in sync with the centralised admissions of the University. All important information related to student's admission such as type of courses offered, eligibility conditions, documents required, fee structure was made available online. The college's prospectus was online for the students to refer to (http://www.ihe-du.com/images/notification/pros2019_20.pdf)
The cut-off lists were displayed as per the University set schedule. The grievance committee related to admissions could be accessed online for the convenience of the students.
After they were selected and given admission, each student was issued a RIFD (radio – frequency identification) enabled card which was not only an identity card but also used as a library card for issuing and returning books. The card also helped them to check their attendance at the end of each month.
The college used the facility of sending bulk messages via SMS to all students.
During the pandemic a counselling helpline was also set up for the benefit of the students. The details of the helpline along with other useful information related to dealing with Covid pandemic as provided by the ministry of Human Resource development was shared with the students on the college website.

- Examination

The information regarding the theory examination date –sheet was made available to students on the University of Delhi website and some important information was also put up on the college website for the convenience of the students. The teachers – in – charge of all the departments worked out the date sheet for the practical examination and shared it with the students. As already mentioned before, the internal assessment of each student was compiled and put up for them to view. The results were announced on the university's portal and could be assessed by the 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
	Dr. Geeta Trilok-Kumar	Membership	American Society of Nutrition	

6.3.2 Number of professional development / administrative training programmes organized by the College for teaching and non-teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	Dates (from-to)	No. of participants (Teaching staff)	No. of participants (Non-teaching staff)
2019	NA	Training for cleanliness staff on 'organic waste composting and working of aerobins' in collaboration with Indian Pollution Control Association	24th July 2019	-	05
2019	NA	Workshop on segregation of organic waste for recycling and treatment (SORT) for non-teaching/ laboratory staff in collaboration with Indian Pollution Control Association	4th July 2019	-	25
2019	GeM & CPPP	GeM & CPPP	16th October	10	28

2019	NA	Awareness cum Sensitisation Programme – International Disability Day	3rd December	NA	30
2020	Effective course designing and assessment using Moodle	Effective course designing and assessment using Moodle	16th June	80	10

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)
'Recombinant proteins: Expression, Purification, Characterization' Organised by Centre for Innovation in Infectious Disease Research, Education and Training (CIIDRET), University of Delhi South Campus in association with GE-Health Care.	One	02 -16th July, 2019
Short workshop and course - Genome Biology-2020 at the Indian Institute of Science Education and Research Thiruvananthapuram (IISER TVM)	One	10-17th January, 2020
Five-day online workshop on 'Moodle: Learning Management System' organized by Department of Electronics & English, Shaheed Rajguru College of Applied Sciences for Women (SRCASW), University of Delhi.	One	08-12th June, 2020
Faculty Development Programme on 'MOOCs and MOODLE Based Learning Management System' organized by Indira Gandhi University, Meerpur, Rewari.	One	15-22th June, 2020
'Science Leadership Workshop' organized by Central University of Punjab, Bathinda, India.	Three	22-28th June, 2020
International Summer School on Innovative Approaches in Science, held virtually by Johns Hopkins Center for Alternatives to Animal Testing (CAAT) and the Physicians Committee for Responsible Medicine(PCRM)	One	22nd – 26th June, 2020

Refresher Course in Research Methodology (Interdisciplinary) from Human Resource Development Centre /Jawaharlal Nehru University.	One	14th October to 26th October 2019
Faculty Development Programme on 'Quantifying the Quality of Research', Anant Education Foundation, New Delhi	One	15th - 17th May 2020
Faculty Development Programme on 'R Training', organised by IMS NOIDA and Indian Institute of Technology, Bombay.	One	25th May 2020
Workshop on 'Comprehensive e-Learning to e-Training Guide for Administrative Work', Ramanujan College, DU, MHRD, Pandit Madan Mohan Malviya National Mission on Teachers and teaching	One	25th May- 5th June 2020.
International Faculty Development Programme on Application of Software Tools in Research Methodology, Amity Business School, Amity University, Kolkata.	One	27th June- 1st July 2020.
Management Development Programme on 'Research Methodology: Tools and Techniques' organized by PHD Chamber, New Delhi.	One	30th June 2020
Short term training on "Behaviour Change Communication in Public Health" organized by Indian Institute of Public Health (IIPH)-Delhi	One	9th -12th July 2019
Stress Management – Faculty Development Programme organized by National Programme on Technology Enhanced Learning (NPTEL) - The All India Council	One	July - August 2019

for Technical Education (AICTE) on SWAYAM platform		
GIAN course (Course Code: 174040H01) on "Food Fortification and Human Health: From Concepts to Public Health Applications" organized by Central University of Haryana, Haryana	One	9th–13th September, 2019
National Webinar on 'ICT Enabled Higher Education in India: Challenges and Opportunities' organized by Guru Angad Dev Teaching Learning Centre SGTB Khalsa College, University of Delhi under the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT	One	17th April 2020
Programme on "Innovative Food Processing Technologies: Value Addition, Food Safety and Security" conducted by Rajmata Vijayaraje Scindia Krishi Vishwa Vidyalaya, Gwalior, Madhya Pradesh	One	29th June – 1st July 2020
National Workshop on 'Fostering Social Responsibility & Community Engagement in Higher Educational Institutions in India' conducted by University Grants Commission, New Delhi.	Two	21st – 22nd January, 2020.
Induction/Orientation Programme for "Faculties in Universities/Colleges/Institute of Higher Education"	Two	4th June – 1st July, 2020

6.3.4 Faculty and Staff recruitment (no. for permanent/fulltime recruitment): **NIL**			
Teaching		Non-teaching	
Permanent	Fulltime	Permanent	Fulltime/temporary
NIL	Adhoc - 45	NIL	Contractual - NIL Daily Wager - 23

6.3.5 Welfare schemes for

Teaching	NIL
Non teaching	NIL
Students	15 Freeships

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly
  (with in 100 words each)
Yes, the college 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. The Internal Auditors' report is made available to external statutory auditors. The auditors provide their reports to the management who take appropriate action in close consultation with them. If required, consultancy from other experts is also taken.

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

Name of the non government funding agencies/ individuals	Funds/ Grants received in Rs.	Purpose
NIL	NIL	NIL

6.4.2 Total corpus fund generated   NIL

6.5 Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	NO	NO	NO	NO
Administrative	NO	NO	NO	NO

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

Although the college did not have an active Parent-Teacher Association, there was a constant interaction between the parents and the teachers of their wards.

The parents were invited for the orientation programme where they were given information regarding the course, classes, different committees and societies as well as regarding internal assessment and importance of students' attendance.

The parents are invited to the annual function too. This year, however, the annual day could not be organised because of the pandemic.

Some departments also intimated parents when their wards were short of attendance.

6.5.3 Development programmes for support staff (at least three)

Nil

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

A counselling committee was formed during the pandemic to help students deal with the psychological and emotional problems.

The registration of college alumni was approved by the General body of the College.

The departments were encouraged to strengthen industry and student interaction.

6.5.5.
a. Submission of Data for AISHE portal   : (Yes /No)**YES**
b. Participation in NIRF   : (Yes /No)**NO**
c. ISO Certification   : (Yes /No)**NO**
d. NBA or any other quality audit   : (Yes /No)**NO**

6.5.6 Number of Quality Initiatives undertaken during the year -

Year	Name of quality initiative by IQAC	Date of conducting activity	Duration (from-----to------)	Number of participants
	Seminar - 'Quality of Journalism in the post truth era' -Speakers - Ms. Romana Khan (Anchor, ABP News) and Mr. Pankaj Vohra (Chief Editor, Sunday Guardian).	18th October,2019	One day	120

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Title of the program	Period (from-to)	Participants	
		Female	Male
Campus Training Program to Understand Gender based Issues conducted by BREAKTHROUGH	Aug-Sept 2019	20-25	
Rise in Domestic Violence Amidst Lockdown	Feb 2020	20	
Laws Every Women Should Know	5 May 2020	20	
Student Learning Programs-Gender sensitization on: Sexual Harassment Gender based Violence	Jan-Feb 2020	70-80	
Breakthrough Youth Conclave- The Flip	28 Sept -2019 Nov.20 19	25	

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 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.

- Plantation drive was organized on the occasion of Teacher's day to educate the students and make a positive contribution towards environment. A lot of air purifying plants like Areca Palm, Aloe-Veera, Sansevieria, Money plants etc have been planted in college in order to make college environmentally sustainable and combat increasing air pollution.
- In pursuance of its role in adding plants for environment protection, approximately 100 planters (pots) containing air purifying plants such as acacia palm, etc. were added to the college campus and vertical gardening is soon to be implemented.
- Lectures and webinars are organized on the theme Biodiversity and conservation of ecosystems.
- College has successfully achieved its mission of converting all the food waste generated in canteen and laboratories into nutrient rich organic manure. With the help of Aerobins installed in college campus in collaboration with IPCA. College harvested approximately 100 kgs of organic compost. The college has 2 Aerobins (composters), and 5 twin dustbins for segregation of wet and dry waste. The same compost produced in college is being used for gardening purposes and college has become self-sustainable in terms of its compost needs for greening campus.
- 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 green 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.
- At the Institute, we have radically reduced the usage of plastic and efforts are being made to make the campus a zero plastic zone.. Disposable water bottles are banned to be sold in canteen and contracts with companies for service of water purifiers is encouraged to encourage students to drink water from the water coolers.

- Discarded tubes, CFL, Halogen bulbs are segregated from waste and sent to special collection centres.

7.1.3 Differently abled (Divyangjan) friendliness

Items Facilities	Yes/No	No. of Beneficiaries
Physical facilities	Yes	5
Provision for lift	Yes	5
Ramp/ Rails	Yes	5
Braille Software/facilities	NA	
Rest Rooms	Yes	5
Scribes for examination	Yes	
Special skill development for differently abled students	Yes	
Any other similar facility		

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

2019-2020			20 Feb 2020	On occasion of World Day of Social Justice, National Institute of Social Defence, Ministry of Social Justice & Empowerment, Govt. of India, in association with Anugraha organized an Intergenerational Mela held in Delhi at Shahdara Courts,	Students did nutritional assessment, gave counseling on healthy eating, and chronic disease management through diet etc	300
2019-2020			Oct 2019-feb 2020	Issue based action research projects	Students understand the issues and challenges of marginal sections o	52 Stude nts and 8
2020			Feb-March 2020	Teaching at Jamghat - An NGO for disadvantaged Children at three centres a) Aman Centre Home for Boys b) Aanchal Home for Girls c) Aagan Day care Centre 2. National Association for Blind	1. Teaching children from disadvantaged communities 2.Working with differently abled children	1210
2020			15 Feb 2020	Potli making activity with children of J.J. slum cluster	Providing opportunities for fun and learning to socially disadvantaged	25
2020			May 2020	Mask Making and distribution in community	Contribution towards the fight against covid 19 pandemic	Over 1500 masks were

2019-2020			19August 2019	Unraveling the mystery of DNA	Technical and hands on session on estimation od DNA and visualization of chromosomes .	40 students and 2 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)
Handbook of information	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----July2019---to----June 2020)	Number of participants

The college believe in fostering a teaching learning environment based on the principles of Universal values and ethics. The college has an ethics committee for screening of research work. The current committee consists of faculty and experts from various fields like medicine, law and social science. They offer guidance and correctives to PhD, postgraduate and graduate students. Students are also 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.	Ongoing	

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

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

7.2 Best Practices

2. **Covid 19 Management and students' support practices in college:**

1. Regular sanitization of all offices, rooms, laboratories and toilets is done to ensure a virus free environment as far as possible.

2. Teaching staff is taking all classes and holding meetings in virtual mode using various platforms such as google meet and zoom. Despite the challenges the staff has been managing all work smoothly. Training sessions for capacity building for staff were organized to make them well versed with various virtual learning modes. Students were also trained and provided individual help (whenever required) to help them learn and get comfortable with online learning, assignment submissions etc.

3. The non-teaching staff is allowed to work in shifts and from home to minimize contact with each other.

4. Daily temperature check and sanitization of all visitors and staff is done at the entry.

5. Students and staff from various departments have contributed to covid 19 management for the community by providing free masks, sanitizers and rations to the needy.

6. Faculty has been constantly engaged with students to resolve their issues related to learning in online mode.

3. Website and Automation:

The updating of the college website and enhancement of automation support is an ongoing task and this has been very crucial in the difficult times of covid-19. The website not only has information about different departments, programs and faculty profiles; it is regularly updated with information related to conducting classes, examination, short term courses, notices for staff and students, department festivals, webinars, placement and any other important activities. Some of the highlights of the work are as follows:

- All the notices from DU pertaining to mode of conduct of classes and OBE (Open Book Examination) are promptly displayed in college for the benefit of the students.
- supervising the conduction of online classes, through uploading of study materials as well as giving instructions for practical exams.
- coordinating with ILS for maintenance of accurate lists of students for the purpose of uploading attendance and internal assessment marks as well as promoting students from one semester to next semester. The committee further coordinated with ILS to make the LMS (learning management system) functional.
- creation of a section on the college website where the reading material, audio-video lectures, powerpoint presentations, class notes etc. could be uploaded course-wise and semester-wise.
- Official email-ids were issued to all the students of IHE at UG and PG level as well as ad hoc and guest faculty to facilitate a smooth online teaching learning process.
- Conducting webinars and training sessions for the students and faculty to get fully equipped with online teaching learning and assessment practices.

- Issue of Identity cards to new students and collection of data for each and every student in an automated mode.

4. Advisory System for students: The college has a strong system of advisory for the students. Each section has at least two faculty members assigned as student advisors. The students can raise all concerns related to curriculum, classes, assessment, teaching faculty and even facilities through the advisors. The issues are resolved in the best possible manner through the intervention of teacher in charges and director.

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

1. Community engagement and outreach

One of the most distinct areas of thrust and performance has been our constant endeavor to understand and engage with issues of local and national importance throughout community outreach initiatives. This involves engaging with the community on various issues concerning education, health and woman empowerment. Students are involved in various impactful programmes such as 'Each One, Skill One' and 'Each One, Teach One'. 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. 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.

During the covid-19 pandemic students have prepared and distributed free masks, face shields and sanitizers to the health workers and the other needy people. Students have been actively involved in creating public awareness about the pandemic and other issues that emerge time to time.

2. Research and projects

The college has always emphasized research in multidisciplinary and interdisciplinary areas. Students and faculty are involved in various research endeavours and projects that address various questions of great importance to humanity. Some of the significant areas of research have been climate change, poverty, management of non-communicable diseases, child feeding, adolescent health and geriatric nutrition.

The scholars study these 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. The college utilizes the power of media, mainly social media, towards social awareness, creating awareness about fake news and pseudo research.

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

1.Environmental Awareness and Sustainability practices

The college has continuous thrust upon being conscious towards the environment and sustainable lifestyle practices. College is continuously striving to become a zero waste and plastic free campus and for making it sustainable. Environment and Community Outreach committee has been trying to collaborate with various industries and organizations like Indian Pollution Control Association (IPCA), and World Wildlife Fund (WWF) India in order to eliminate single use plastic from college campus. College also intends to install solar lights in order to achieve sustainability in operations, save energy associated with outdoor lighting and broaden environmental awareness of climate change and global warming beyond the classroom. College is planning to install Air Quality Monitors with the help of Society for Indoor Environment for real time monitoring of air quality parameters like PM2.5, PM10, CO2, Temperature and Humidity. This will help in creating awareness amongst students and staff about the air quality in and around college campus.

2. Improvement in Infrastructure

The college has a plan to improve the building including classrooms, office and other areas to make it more aesthetic and student friendly. The green cover in the college is being increased with planting various types of plants. The college has envisaged to install vertical gardens and solar lights at various places. The classrooms would be renovated by providing lights and fans at appropriate places and providing blinds around the windows. The college intends to hire a professional consultant to guide about the improvements required. The college also plans to increase the security for staff and students by installing more CCTVs

3. **Industry Engagement and Placement**

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. Placements have always been a priority area at IHE. The college envisages to strengthen its industry interface through a registered alumni association; the work for which has been already going on.

Name _____   *Name* _____

_____   _____

Signature of the Coordinator, IQAC   *Signature of the Chairperson, IQAC*
_____***_____

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

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