SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

INSTITUTE OF HOME ECONOMICS

F-4, HAUZ KHAS ENCLAVE (UNIVERSITY OF DELHI) NEW DELHI-110016
110016
www.ihe.du.ac.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Institute of Home Economics is a constituent college of the University of Delhi situated in South Delhi on a 2.07 acre campus. It was set up by the Home Economics Education Society in 1961 offering a two-year diploma in Home Science and was subsequently affiliated to University of Delhi in 1969. Beginning with just 80 students and B.Sc. Home Science (Pass), the college today offers 11 programs via six vibrant departments of Home Science, Microbiology, Elementary Education, Biochemistry, Journalism and Food Technology. At present, the college has 1900 students and 225 faculty, non-teaching, administrative, and support staff and the college celebrated 60 years in 2021.

The college moved to its new building in Hauz Khas Enclave in 2001 and a new block was added in 2015. The two buildings jointly house lecture halls, theory rooms, laboratories, a library, computer labs, seminar rooms, an audio studio, a girls common room, a gymnasium, a multipurpose hall, and a nursery school/ creche. The campus is disabled friendly and Wi-Fi enabled.

IHE cultivates critical thinking, social sensitivity, and citizenship. To confront societal challenges, all efforts are made to develop student-society links. Every subject at the college includes public campaigns, cooperation with organisations, literacy programmes, advocacy, and product development. Social inclusion, gender equality, and environmental conservation are at the core of all dialogic practices and plans.

Being a small college, our strength is close teacher-student relationships. Opportunities for each student to participate in co-curricular activities and hone their personality instils in them a sense of belonging. The advisory system enables students to approach teachers for problems related to academics and in personal life.

Faculty of IHE teach, conduct research, publish, attend seminars and conferences, and consult on national and international bodies. Faculty oversee postgraduate and doctorate research. Several academic members have received funds from DST, DBT, Wellcome Trust, MRC, ICMR, UGC, UN agencies, World Bank, ICSSR etc. These collaborations with international universities and research organisations have strengthened research capacities.

The college is thus living up to its motto of Karthavyam sarvam sadhakam, reflecting duty to the community by educating women to face global issues.

Vision

The college aims to provide a holistic education to empower women students, enabling them to participate in the intellectual, compassionate and nation-building initiatives. This vision is at the front and centre of all our policies, plans and actions.

The college seeks to provide students with a repertoire of knowledge and everyday life skills relevant to everyday life in nutrition, microbiology, communication and extension, child development and education that directly impact the quality of life of communities and the wider society. IHE provides a compassionate and nurturing environment enabling the flourishing of young women, where they develop as self-assured, socially sensitive, critical thinking social actors.

Being primarily a science college, it aims to instil scientific and rational thinking in students amidst a world of exponential change, chaos and degradation of the environment, and sociological crises. We engage with these concerns actively through a coalescence of curriculum, pedagogy and research. In the wider decadence, education is the harbinger of hope and transformation.

Integration with sociological and psychological perspectives fortifies science with critical thinking, social sensitivity and a humane outlook. Thus, the multidisciplinary and interdisciplinary approaches to curriculum and pedagogy create a strong enabling environment at IHE.

The faculty is the critical factor in this ecosystem. They enjoy flexibility and independence in teaching and research in using resources to enhance the quality of programmes. This is evident in innovative epistemologies, pedagogies and assessment deployed. We value, respect, and promote the perspectives, rights, and dignity of every individual at IHE.

Mission

The mission of the Institute of Home Economics is communicated to students, staff and faculty through orientation programmes, college prospectus, the college website and several notice boards.

A conscious awareness of social realities amidst its many inequalities is the edifice on which college designs its plans and policies. This is reflected in the practices of inclusion, equity, social accountability across all curricular and co-curricular enterprise at IHE.

The success of the mission is based on how its faculty, staff, and students act in a way that is consistent with

their values.

The mission of the college isn't limited to teaching-learning in the classroom; it is also to reinforce values like compassion, responsible citizenship, and sensitivity to the environment. The college does not limit its mission to preparing high-achievers earning huge pay packets; it rather counts its accolades from the number of women who have become financially independent and worked at the grassroots and mid-levels. Our alumni are dynamic women with a work ethic and commitment responsive to the communities and organisations. Empowered women transform society.

Apart from intellectual and professional visions of education and teaching-learning process, IHE focuses on the current geological condition of the Anthropocene and crises of ethics by engaging with the ecological issues and the place of individuals in the society. At the heart of this intervention is to make students and faculty conscious about their participation in reduction of carbon footprint at the level of individual, family and community. At the same time, the thrust is on building and contributing to human values so that the workforce and intellectuals of the future are responsive to concerns of environment and sustainability.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The applied nature of curriculum for the programmes offered at IHE has accrued benefits. The curricular knowledge in the diverse fields empowers young girls with capacities impacting not only their quality of life but their families and workplaces too. This, in essence, is strengthening the nation from its core.

The college has a strong research focus. The college aims to foster in students a scientific disposition and a culture of research. In 2016-2021, a total research fund of 958.05 lakhs was received by faculty from varied organisations such as ICMR, Tata Trust, NDDB, DBT, UNDP, Wellcome Trust, WHO SEARO. Between 2016-21, the faculty published 192 research papers in indexed journals, 52 book chapters, and authored 20 books. The college has collaborations with 37 centres of innovations in education and research. The faculty include Commonwealth, Fulbright and ICSSR research fellows.

A dynamic extension interface strengthens learning by doing and creates awareness towards community services. The interpretation of the curriculum fosters dissemination of research to the community. Through active engagement in government and non-government groups, advocacy and policy formulation, and membership on advisory boards, faculty and students participate in outreach programmes.

Students are at the center of all activities. They are able to find opportunities to follow their projects and passions. Their energy and enthusiasm motivate the faculty to continuously reinvent the teaching-learning process and include students in participatory pedagogies.

Although the college admits students who may not have outstanding academic records at the school leaving level, an unwavering belief in their potential and an unflinching commitment to the aims of education yields excellent outcomes. In the last quinquennial, 23 students secured university ranks and 27.7% entered higher education.

The Principal, Teachers, and the Governing Body share an ardent dedication to the college's vision and mission. The Governing Body members are eminent academicians who take an active interest in the college's

functioning. The finances are audited by both internal and external auditors and the CAG.

Through an advisory system, a dynamic mentor-mentee relationship is fostered. This relationship was further deepened during the pandemic and thereafter.

Institutional Weakness

College being a constituent College of University of Delhi is bound to adhere to the curriculum devised by the University and therefore does not allow for flexibility in curriculum design and delivery.
The alumni association is in a nascent stage and therefore, the role that alumni provide is not formalised yet.

In order to boost institutional development and to cater to demands of increased student strength, there must be an increase in the number of permanent teaching faculty. Introducing new academic programmes necessitates complex processes including approval of staff by UGC. Permission to run new programmes is granted subject to a self-financing and self sustained model.

The college is a typical government funded institution and governed by norms and rules of the affiliating University, the generation of funds from other sources is difficult. This is a barrier to the enhancement of campus infrastructure and teaching-learning facilities. Opportunities to consult are limited for faculty.
Open spaces are restricted, therefore, outdoor sports facilities are limited.

Institutional Opportunity

The aftermath of the covid pandemic is an opportunity for recovery learning, enhanced support, sensitivity to students, continuance of the good practices from the pandemic. The beliefs, practices and processes can be formally realigned based on what processes have worked for the teaching-learning.
Since the college offers programmes at the postgraduate and doctoral levels, an overall culture and environment of research is available to the undergraduate students including workshops, projects.
The college can establish a center for research keeping in view the multidisciplinary nature of the courses and the vast research experience of the faculty. The FIST grant supported central laboratory could be opened to sample analysis of other institutions. This would expand the college's reach within the academic community by allowing researchers from other universities to utilise our excellent laboratories and consult our ethics committee.
The college's robust research sensibilities and qualified, committed faculty members are opportunities to further partner with institutions nationally and internationally, to disseminate research and to build research-teaching-industry linkages.
The college plans to set up a centre of sustainability to strengthen green practices and to create awareness and address the issues existing in local communities.
We are at the threshold of a transformation in higher education institutions, following the NEP. It is an opportunity for the college to realign its programmes, strengthen multidisciplinarity, enhance flexibility and create optimal learning environments.
The liaison with other institutions possible under the Vidya Vistaar scheme can lead to capacity enhancement

of partnering institutions.

The revenue gained from consultation could be used to improve the infrastructure of the college.

The college plans to strengthen ties between the academic community and industry.

From 2022, we intend to increase partnership and contributions with our alumni.

Even though we are in the offline mode, we intend to continue to produce and deploy judicious and relevant online resources, podcasts, audio-video lab and to set up a community radio.

Institutional Challenge

The college feels challenged in the following aspects:

- To initiate a dialogue on community service and participation to encourage more number of student volunteers.
- To guide students towards quality research resulting in publications and recognition at prominent forums
- To encourage undergraduate students to acquire more hands- on training, internships and to instill a strong research mindset in them.
- Frequent changes in structure and curriculum with minimal time of preparation.
- To promote and strengthen the interface between internships and job placements, especially for those who aspire to work after graduation. To strengthen the placement opportunities available to students
- To initiate and support students' entrepreneurial projects.
- To overcome the delays in regularization of teaching positions.
- To increase the amount of financial welfare and support available to students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Institute of Home Economics fosters holistic development of students by offering quality education. The college has cultivated a teaching-learning ecosystem within which the faculty and students carve out new trajectories of intellectual engagement and professional opportunities. To this end, the faculty members participate in faculty development programmes nationally and internationally. They are members of distinguished bodies that contribute to research, pedagogy, and quality of the eco-human condition of the present. In its commitment to diversity and inclusion, the college offers a conducive space for students to participate in the college bodies through an active students' union. The communication between students and faculty is strengthened through an advisory-mentee system.

The college has a robust ICT infrastructure in place that complements the teaching-learning process for both the faculty and students including those with physical disabilities. The libraries and resource centers offer unfettered access scholarships.

The capacity building of students is a thrust area. To this end, the college trains students in courses such as computer-aided design, home textiles and learning disabilities. These courses are in tandem with Learning Outcome-based Curriculum Framework (LOCF) and Choice Based Credit System (CBCS) of the University of Delhi.

On an average, 235 courses have been offered in the past five years that include experiential learning, projects and internships.

The college works within the framework of predetermined and set syllabi with streamlined academic processes and time tables to make the teaching-learning process smooth and rewarding. Across departments, 16 short term courses including radio jockeying, AutoCad and Interior Design, Understanding Learning Disabilities, and Fashion Sketching were offered to supplement the existing courses and enhance the skill set of the students.

Teaching-learning and Evaluation

The college deploys an active learning-centric approach towards holistic development of students from diverse socio-economic backgrounds. A systematic and transparent admission process is in place. Information is made available on the college website and an admission committee comprising teachers and staff is constituted for the smooth conduct of admissions. Students are enrolled as per the reservation policies and approved sanctioned strength of the University of Delhi pertaining to SC/ST/OBC/EWS and PwD applicants. In the last five years, the average enrollment percentage of the college is 95%.

The college employs various programmes including scaffolding by teachers and peers, collaborative learning, mentor-mentee sessions, remedial/extra classes, skill enhancement workshops, and interactive sessions with alumni, exposure to research-based projects and challenging tasks to cater to the learning needs of diverse students.

Teachers are trained to use ICT-enabled tools and advanced e-resources for better teaching learning experience. All classrooms and laboratories are wi-fi enabled and have provisions for LCD projection.

The average percentage of full-time teachers against sanctioned posts during the last five years is over hundred with an average student-teacher ratio of 1:18. The high faculty student ratio has a direct bearing on the quality of teaching-learning processes; this is evident in students' performance in the examination and their progression to higher studies in the last five years.

The faculty is qualified with commendable teaching and research experience. 78% of the faculty members hold a doctoral degree and 85% hold at least one research degree. Total teaching experience of faculty members collectively is 1389.25 years.

The college follows guidelines for internal assessment issued by the University of Delhi. The procedure of internal assessment is transparent, student friendly, continuous and comprehensive. Some ways of assessment are: small-group presentations, viva, field-based projects, quizzes, report writing, group discussions, field work,

practical experiments and assignments based on primary or secondary data. The college caters to examination related grievances as per the University of Delhi guidelines.

Feedback from all stakeholders is collected on detailed feedback forms, which is then analysed and necessary steps taken to address concerns.

Research, Innovations and Extension

Research and innovation is one of the prominent aspects of the teaching learning process at IHE. During 2016-2021, 21 research projects were undertaken by the faculty and the college was awarded the DST FIST and DBT Star College grant with total funds sanctioned amounting to nearly Rs 958.05 lakhs. These funds have been utilised to instil scientific rigour among the students. A Central Laboratory facility has been established where equipment like HPLC, refrigerated centrifuge, tintometer and spray drier have been set up. This central laboratory will help PhD scholars, Masters students as well as researchers to carry out detailed estimations

A total of 192 papers were published by faculty members and researchers in indexed national and international journals and 45 papers in conference proceedings. A total of 19 books and 52 chapters in books were authored by the faculty and researchers at the college. 31 candidates were registered as PhD scholars under the supervision of faculty from the college and more than 15 candidates received their doctoral degree between 2016-2021. 170 postgraduate students of the Department of Food and Nutrition and Fabric Apparel Science conducted a year- long research culminating in a dissertation.

Before the actual field work and data collection all researchers have to obtain the ethical clearance from the 'Institutional Ethics Committee' of our college, which has been is formulated on the ICMR guidelines and follows the stipulated protocol for providing ethics clearance before any project/PhD/M.Sc research. Several eminent researchers are members of the committee.

At IHE, emphasis is given on enhancing the skill of the students which has been made possible by the formal collaborations with various organizations to provide internships and experiential learning. These include different hospitals, media houses, publishers, advertising firms, NGOs and schools where students of different courses intern and acquire hands-on learning. Before the pandemic several field trips were also organised for students.

College has functional MoU's continued with the Indira Gandhi National Open University and School of Open Learning (University of Delhi) for contact classes of various courses.

IHE also believes in reaching out to the community and more than 160 outreach programmes were organised by students which helped them to translate their knowledge into communicable public messages. National Service Scheme (NSS), Enactus, Eco Club all conduct various activities and are very active bodies of the college.

Infrastructure and Learning Resources

The college is in a campus area of 2.07 acres of area with a 9847.049 sq m built up area. The rest is open space, parking and plants. Though the college area is small, every inch of its space is deployed aesthetically and judiciously to create space for different activities.

The college has three well-equipped computer labs and laptops in most laboratories. With a total hardware capacity of 443 computers and laptops, the college has an effective student-computer ratio of 4:1.

The college Library is partially automated with open-source Library Management System, KOHA. The library subscribes to a large number of e-resources through UGC-Infonet, DULIS e-journal and NLIST of Inflibnet. There is a collection of more than 25000 resource materials, text books, reference books, thesis and volumes of journals indifferent fields. The library is duplex in structure and located on the first and second floors of the college. The reading hall of the library can accommodate up to eighty students.

The laboratories in Biochemistry, Elementary Education, Food Technology, Home Science, Journalism, Microbiology are equipped with diverse equipment. The college has sound-proof audio studio, it is equipped with a fully-loaded workstation that consists of a 16-channel analogue audio-mixer, audio-monitor, speakers, microphones, computer and a two-track sound card Nuendo software for editing. The college has a DST-FIST grant and DBT 'Star College Scheme' which facilitated college to augment equipments such as High-Performance Liquid Chromatography (HPLC), Refrigerated centrifuge, UV-Visible spectrophotometer, Deep freezer and a Distillation plant, Colorimeters, PCR machine, CO_2 incubator, ELISA reader, laminar flow culture hood, BOD, Microscopes and Horizontal and Vertical Electrophoresis units, autoclave, BOD incubators, shaker incubators, Laminar flow, Microscopes, spectrophotometers, electrophoresis units and centrifuges.

The college takes pride in its sports infrastructure, including the basketball court, badminton court, table tennis facilities and a gymnasium. The student societies are allotted space within the campus to rehearse and plan. An open-air amphitheatre, stage and quadrangle serve as a vibrant space for various cultural activities, exhibitions, street plays and performances. The Staff Council committee ensures regular maintenance and upkeep of all facilities and a system of routine scrutiny.

Student Support and Progression

The college nurtures and supports the welfare and progression of all its students. Students are provided scholarships, college freeships, and concessional fees. An informal mechanism of support was worked out for distressed students during the pandemic.

The college caters to a diverse group of young women through an advisory-mentee system. During the pandemic, faculty and the administration reached out to the students through the student help desk and social media groups. Some of the redressal mechanisms were undertaken by the Admission Committee, Anti Ragging Committee, Discipline Committee, Internal Complaint Committee, Committee for the Prevention of Sexual Harassment, and Student Advisors. The mechanisms of redressal of student grievances at the first level through the advisory system are agile. An examination committee was constituted during the lockdown period to address queries and complaints.

44.78 % of students progressed to higher education and 53.1% qualified for State and National examinations. Most post-graduate students qualify for the NTA-UGC NET and join doctoral programmes. More than 50% students qualify in the national and state level examinations.

The college witnesses a vertical movement of students to pursue higher education. The students from

Elementary Education and Home Sciences pursue master's programmes in humanities, social sciences, education, media and other allied disciplines. Biochemistry and Microbiology graduates pursue master's programmes in biotechnology, bioinformatics and biomedical genetics.

About 60% of students participate in cultural and sports events and have won 320 awards and recognitions. Participation of students in the college's social and political life is ensured through the Students' Council. The Council members are representatives of various college committees to ensure transparency and decision-making.

In the last five years, the Placement Cell has mentored and professionally attuned to almost 35% of students. We placed students in companies, hospitals and schools, some of these include Ryan International School, Pathways, Dietofy, YP Livestock, Times Internet Limited, Cuemath, and Excelsior American School.

The college officially registered its Alumni Association in 2021 which will give an impetus and convergence to several departmental alumni on an official platform.

Governance, Leadership and Management

The objective of the college for imparting value-based education is clearly reflected in its vision and mission statement. The multilayered system of governance is visible in the Organogram consisting of the Governing body, Principal, teaching staff and non-teaching staff. All the governance mechanisms are transparent, inclusive and accountable.

The involvement of all the major stakeholders in the decision-making process ensures decentralisation and participative management. This is visible especially in Feria - the annual college festival which is organised mainly by the students with support from the teaching faculty.

A five-year strategic plan is worked out further bifurcated into annual plans. The key areas are improving teaching and learning, promoting inclusive education, encouraging research and innovation, creating a sustainable green environment, providing better placement opportunities, upgrading physical infrastructure, library, ICT and instrumentation facilities, human resource management, enhancing industry interaction, collaborations, supporting community outreach and extension activities, and increasing transparency.

The college has implemented welfare schemes, and a range of programmes for the teaching and non-teaching staff in accordance with the rules of the central government. The college policies, administrative setup, appointment and service rules, procedures and promotions are governed by University of Delhi norms. Most of the welfare measures are in accordance with the University of Delhi rules. The college conducted ten professional development and administrative programs for its teaching and non-teaching staff. A total of fifty teachers participated in professional development programmes during 2016 -2021.

In order to equip the students with digital tools, different software is used. Some of these are DietCal, Adobe

CorelDraw, Adobe Photoshop, Nuendo, Sound Forge, Canva, Postermywall, Final CutPro, AutoCAD, 3dsMax, Pymol and R software. The SPSS, NVivo and MAXQDA software are used in the area of research.

The IQAC played an important role in institutionalising the quality assurance strategies for capacity building of its faculty and students by conducting academic programmes, increasing collaborations with industries to increase employment and encouraged the use of innovative teaching methodologies. It was also involved in academic audit by collecting feedback from stakeholders with the aim of using the data collected for bringing about meaningful changes.

Institutional Values and Best Practices

The college is committed to ensure overall development of young women and takes pertinent measures for the promotion of gender equity. We have adequate facilities like women security guards, CCTV cameras, common room, medical room, amphitheatre and counselling room. These spaces help ensure their safety, security and cater to the students' emotional health and well-being. The students' welfare societies like internal complaints committee, anti-ragging committee, committees for minorities and north-eastern students have been instituted to address students' concerns. Students are provided constant support and counselling through an advisor-mentee system on issues ranging from examination, financial crisis, social and emotional adjustment.

The college promotes numerous endeavours aimed at encouraging students to be socially sensitive and responsible individuals. It includes celebration of national and international days and commemorative events, active participation in Azadi ka Amrit Mahotsav and community engagement with the help of NSS volunteers, research projects, social campaigns. The programs on digital literacy and nutrition are distinct aspects of IHE where women from underprivileged strata were provided skill-based training.

The college reiterates consciousness towards concerns of the environment and sustainability. We have strengthened our green practices through use of aerobins, provision of solar lights, water conservation initiatives, composting the waste and increasing the green cover. The college also creates awareness in the community through street plays and social campaigns including strikes against the use of plastic, plantation drives, creating butterfly habitats, protection of biodiversity, and checking air quality.

The pride of the college is its rigorous research. In 2016-2021, faculty published 192 research papers in indexed journals, 52 book chapters and 20 books. The faculty has 21 research projects and has received a total grant of 958.05 lakhs including DST-FIST and DBT-Star College Scheme. The research focus leans towards action research in the community, with social and policy implications. The college boasts of a research ethics committee with eminent members including the former head of Indian Council of Medical Research (ICMR) and an advocate on record. The committee ensures upholding research ethics, rigour and social sensitivity.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF HOME ECONOMICS
Address	F-4, Hauz Khas Enclave (University of Delhi) New Delhi-110016
City	Delhi
State	Delhi
Pin	110016
Website	www.ihe.du.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Dr. Geeta Trilok Kumar	011-46018108	9818927917	011-4601810 8	naac@ihe.du.ac.in
IQAC / CIQA coordinator	Parveen Pannu	011-47702166	8860870664	-	iqac@ihe.du.ac.in

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	01-01-1961

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Delhi	University of Delhi	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	14-09-2015	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	View Document	15-09-2003	270	The continuance of NCTE recognition is contingent on submission of PAR every year by college

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	F-4, Hauz Khas Enclave (University of Delhi) New Delhi-110016	Urban	2.07	17326.74

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Home Science	36	Class XII	English	116	77
UG	BSc,Home Science	36	Class XII	English	270	157
UG	BSc,Microbiology	36	Class XII	English	39	38
UG	BSc,Biochemistry	36	Class XII	English	39	32
UG	BA (Journalism),Journalism	36	Class XII	English	58	58
UG	BElEd,Elementary Education	48	Class XII	English + Hindi	62	61
UG	BSc,Food Technology	36	Class XII	English	40	40
PG	MSc,Home Science	24	B.Sc.	English	24	22
PG	MSc,Home Science	24	B.Sc.	English	19	12
PG Diploma recognised by statutory authority including university	PG Diploma, Home Science	12	B.Sc.	English	46	28
Doctoral (Ph.D)	PhD or DPhil,Home Science	60	M.Sc.	English	10	10

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				89
Recruited	0	0	0	0	0	0	0	0	7	81	0	88
Yet to Recruit				0				0				1
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				119
Recruited	74	28	0	102
Yet to Recruit				17
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	16	0	0	19	0	0	1	0	36
M.Phil.	0	0	0	0	2	0	0	1	0	3
PG	0	0	0	0	4	0	0	3	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	6	25	0	31
M.Phil.	0	0	0	0	0	0	1	5	0	6
PG	0	0	0	0	0	0	0	6	0	6
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	3	11	0	14

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1077	517	0	3	1597
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	46	25	0	0	71
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	22	6	0	0	28
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	33	3	0	0	36
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	57	84	98	86
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	13	12	16	21
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	105	132	144	117
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	310	341	266	336
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	47	34	47	19
	Others	0	0	0	0
Total		532	603	571	579

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NEP, an innovative approach, aims to provide a platform for the students to achieve their full potential by making India's higher education system more accessible and affordable. Its interdisciplinary approach is an innovative approach related to teaching and learning and for curriculum integration making the students' educational experiences more relatable to life in general and of greater value to students when the curricula reflect real life, which is multi-faceted rather than being compartmentalized into single disciplines. The college is fully prepared to implement NEP as our niche courses inherently are inter-disciplinary in nature and thus the college has a strong thrust on inter- and multi-disciplinary

education. A 'Task Force for NEP' was constituted and it deliberated upon and developed short-term and long-term plans to realise the goals of NEP. The short-term plans include course and syllabi preparation and structuring for the programs being offered at the college. The Task Force believes in effective implementation and need to disseminate information about NEP to the faculty and students; its model structure and the curriculum provided and to spread awareness about the six core areas of NEP and has started deliberations with all stakeholders. To further strengthen the interdisciplinary approach to pedagogies, research seminars and workshops are planned to build the capacity building of the teachers and students. The long-term plans include establishment of a NEP Study Centre, a centre point of critical intellectual dialogue, to work on thrust areas outlined in the NEP and ways to integrate programs promoting heterogeneity of thought. The Task Force for NEP envisions training of trainers, the teachers, in content, pedagogy, and practice as NEP envisages teachers' role as an important mentor and facilitator who steers students towards their interests and professional pursuits. Students would gain from guided orientation towards making choices for their future endeavors. An important activity of the NEP Study Centre is to work towards promoting internships, training and placement opportunities for students through forging partnerships with peer institutes, civil society organisations and industry.

2. Academic bank of credits (ABC):	ABC is an initiative which diverges from the traditional higher education system in the degree-granting system by providing freedom and flexibility; standardisation, robust integration, and internationalisation in the Indian higher education system. Therefore, the college is making plans to create mechanisms to facilitate students with appropriate credit transfer processes towards earning a degree / diploma / certificate to meet the academic mobility requirements of students. Further, with the provision of mobility across various higher education institutions, the students will be able to transect with ease the multiple entries and exits within their own time preferences to complete their education. An important plan of the Task Force on NEP is, therefore to strengthen the IT infrastructure and recruit trained personnel urgently to meet the challenges of deposits

	and accumulation of credits in an online virtual space. The Task Force is reminiscing on the requirements for a budget estimate to fulfil these aspirations.
3. Skill development:	It is a belief at our college that the academic rigor of students gets enriched with the wide diversity of skill enhancement courses available to them. Skill-enhancement has been a strong forte of our college and because of the interdisciplinary nature of programs being offered, our students are exposed to a wide variety of skills. These may be woven within the existing programs and courses or the skill development may be due to their exposure to participatory methodologies such as workshops, demonstrations, webinars, special sessions, short term courses to inculcate skill- based learning. For the new age students, entering the job market with ease and taking charge of their lives is envisaged as top priority. NEP enables them to choose the skill enhancement courses (SECs) from a wide array of programs and courses which are available in an online or hybrid mode. The Task Force on NEP has started the deliberations on the need to start programs on selection and the module preparations on different type of skills - Life, Vocational and/or Digital skills. The Task Force on NEP has also started the deliberations on the need to start programs on skill-value based education and plans to initiate explorations/collaboration with other higher education institutes, like-minded cultural and civil organisations.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	A set of guidelines is being contemplated in the Task Force on NEP on promotion of Indian Knowledge System with the aim that students need to be acquainted with diverse socio-cultural contexts to develop sensitivities of cross-cultural, ethnic diversity and foster enrichment with grass root level experiences. It is currently under consideration and some of emerging opinions are: 1. Bilingual approach to teaching-learning – to reach out to the students belonging to the diverse socio-economic-cultural backgrounds and bring them on parity with other students. 2. Initiative for translation in regional languages – funds raising drives are to be planned to achieve it for meaningful and engaged learning 3. Undertaking a study and documentation of regional languages and associated cultures – making learning

	heterogenous and interdisciplinary. 4. Enhance community outreach – cultural studies will be an important segment which will augment sharing of knowledge with ease to different communities and promote linkages between regional communities and higher educational institutes. Under the Vidya Vistar Scheme, the college has signed an agreement with Government Zirtiri Science Residential College, Aizwal, Mizoram. Since this is a long partnership between both the institutions and based on knowledge generation and knowledge dissemination, there is focus on not only sharing of resources but also on faculty development. The outcome will empower students of both the institutes who will benefit in learning from the diverse programs and experiences being offered as well rich academic and cultural interactions between the students and the faculty of both the institutions.
5. Focus on Outcome based education (OBE):	Outcome Based Education, is a student-centric teaching and learning methodology, by which student performance can be measured at different levels. The college plans to explore some of the associated attributes of the students of the different programs being taught in the in college. To bring a focus on OBE, as per the guidelines of the NEP, the Task Force on NEP will make efforts to identify the attributes specific to the students of a specific program. The Task Force on NEP is currently brain storming in small group discussions within faculty and experts. Preliminary work on the topic through review of secondary sources has shed light on some of the attributes of graduates such as problem analysis, ethical concerns, environment and sustainability, individual and team work, communication skills, project management, etc. We plan to address these through innovative ways. We also understand that today's youth views education at par with employment opportunities and thus are also trying to focus on aligning the courses with employability. Our college is uniquely positioned to provide both academic and vocational opportunities to young adults, especially those from disadvantaged populations. It is realised that the design of curriculum for all the courses and attributes of the students' need to promote creativity, critical thinking, encourage logical decision- making and boost innovation which equip the students with wider

	perspective to tackle issues and real life.
6. Distance education/online education:	Since NEP encourages students to undertake courses both in the online and hybrid mode, the Task Force is mediating on the need to strengthen the online teaching modes and digital communication. This would also need upgrading the audio and video recording facilities as well as editing platforms. The University of Delhi has initiated this process by asking the colleges about the existing multi-media development facilities to enable further development. This was done under the project DUDISCAD (Digital Infrastructure Support for Colleges and Department). The college has provided the data of the equipment already available with us, an Audio Studio consisting of two sound proof rooms, audio mixer, mics etc., and has provided the requirement for the essential equipment - a video studio to be sanctioned to the University of Delhi. As the facilities get upgraded, highly motivated faculty would be developing MOOCS for blended learning and other types of video presentations. It would enable us to reach out to the large student community on the web only from regional geographical locations but from other far universities as well bringing internationalisation of education.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
383	389	397	397	354

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	12	12	11

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1939	1754	1649	1534	1434

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
386	337	291	291	252

File Description	Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
527	516	406	423	418

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
88	89	80	98	94

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
89	89	76	76	76

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 60

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
12211525	8893231	8000000	31500000	15395000

4.3

Number of Computers

Response: 443

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

- The Institute of Home Economics is a constituent college of the University of Delhi and follows its prescribed curriculum. Committed to providing quality education to foster holistic development for its students, the college finds scope for academic flexibility and innovation within the predetermined set of academic structures and norms.
- ??Academic procedures are well-planned with workloads, timetables, committee lists and other administrative support responsibilities put in place at the beginning of each academic semester/year. Classes commence from the first day of each semester owing to the streamlined processes. At the end of each academic year, the academic and co-curricular work undertaken in college is documented systematically in Department and Committee reports and shared with the Principal.
- The faculty participates regularly in Faculty Development Programmes to update their knowledge. Most of the faculty members are chairpersons and associated with various bodies of the University, funding agencies, scientific advisory committees, government committees and also outside it, thereby contributing to curriculum development, evaluation, research and dissemination. The college is proud of its research culture.
- IHE offers certificate add-on courses; some of these are SmartEdge: An Employability Enhancement Program, Interior Design, Understanding the Nature and Structure of Human Language, and Introduction to Bioinformatics. These courses focus on additional hands-on knowledge and skills.
- The college has shifted to the Learning Outcome-based Curriculum Framework (LOCF) and Choice Based Credit System (CBCS). It is also preparing syllabi in tune with the National Education Policy, 2020.
- An academic plan is put in place at the beginning of each academic semester. It is augmented through academic and co-curricular activities including special lectures, seminars, workshops and discussions. Students' experiential learning is fostered through internships, projects, and field trips.
- The college provides digitally-enabled inclusive infrastructure with specific help for students with disabilities. The college library and department resource rooms provide access to a wide collection of international and national journals, reports, books, etc., as well as electronic resources.
- Academic discussions and practicals are facilitated by organising smaller groups of students. A robust advisory-mentee system helps handle the academic and other concerns of students through focused interactions and counselling.
- At IHE, education is a participatory process and its accountability is supported by a robust feedback system. On the college's website, links for feedback forms for students, teachers, alumni, employers, parents, and non-teaching staff are posted so that the relevant stakeholders can provide their comments.
- IHE is committed to respecting equality, diversity and inclusion, striving to provide access and equitable education to all. This focus helps us deploy our resources effectively for all students

despite disparities based on gender, caste, class disability, community, religion or belief.

- IHE believes in sustainable development and protection of the environment and this belief is reflected in practices and processes. An immersive experience in this culture enables students to participate as conscientious members of society.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

At IHE, the University of Delhi's curriculum and calendar for all courses are adhered to. The norms of the University are observed in terms of planning the structure of the curriculum delivery and the total number of lectures, tutorials, and practical courses that are to be taught for each paper every semester. For the academic year 2020-21, teaching and learning activities were mostly carried out online with a few offline activities. Each practical is evaluated on a regular basis as part of a continual internal assessment process.

As a constituent institution of the University of Delhi, IHE adheres to the Academic Calendar published by the University at the start of each academic year. It clearly outlines a plan for teaching-learning examinations, semester breaks, and holidays. This calendar is adhered to by the college to maintain the smooth and efficient functioning of its administrative and teaching responsibilities.

Before the start of the academic session each department also plans its own calendar of events and activities including the academic week. The university calendar is uploaded on the college website for transparency. Department-wise calendars are shared with all teacher-in-charges.

All relevant information is reiterated during the college and departmental orientation of new students at the start of each academic year.

In addition, the Principal conducts meetings with the Teacher-in-Charge(s), faculty from various departments, and the entire staff, including non-teaching staff to ensure that the activities are carried out as planned.

Faculty members plan their schedules of teaching, assessments, assignments and co-curricular activities in college in line with the academic calendar.

The students are informed in advance of the due date for assignment submissions, the dates for class examinations and presentations and their final internal assessment grades. The assessment criteria are also communicated to the students in advance for transparency. The students are given opportunities through their learning period to improve their skills. Internal Assessment marks are shared with the students.

The advisory-mentee system is designed to complement teaching-learning with the additional support that

the students may need. They are urged to seek advice from their teachers and mentors in case they face any difficulty.

Assessments are undertaken through the semester/year to allow students to obtain feedback from their teachers, thus providing opportunities for improvement of each individual student. Project work, fieldwork, and presentation components of the curriculum are scheduled with the academic calendar in mind.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

    1.**Academic council/BoS of Affiliating university**
    2.**Setting of question papers for UG/PG programs**
    3.**Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
    4.**Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 72.73

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 8

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 16

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	4	1	4

File Description	Document
List of Add on /Certificate programs	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Link for Additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 4.33

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
123	123	60	21	47

14-07-2022 11:39:25

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

The college emphasises building and contributing to human values. Our workforce is attentive to concerns of environment, sustainability and gender while rendering their duties with professional ethics. Not only is this a broad mission of the college to establish harmony between these but our pedagogy of action seeks to translate college's wide vision into reality.

Green Campus: IHE is a green campus and is completely plastic-free. This encourages everyone associated with the college to disseminate these sustainable practices and ideas even outside the college campus and into the larger society. We have conducted several outreach and extension programs towards raising general public awareness on issues of sustainability, environment and gender. Some of these programmes included: Organic composting and vermicomposting, medicinal and herb saplings planted on the college campus, a mass pledge campaign to protect the environment and a seminar on indoor air quality.

Generic electives, skill enhancement courses and ability enhancement compulsory courses are offered across different departments to enable students in analysing gender, environment, and ethics related issues critically. The paper on 'Child Rights and Gender Empowerment' offered as DSE elective provides an eclectic and holistic perspective on contemporary gender issues from the Indian perspective. This paper discusses several mainstream authors, feminists, and organisations working for women and girls. The course titled 'Self Development and Well-being' offers an array of exposure to ethical and universal human values. It dimensionally articulates cultural and social aspects of core human values and ethics of conduct. This course is dedicated to strengthen core competencies of students through mediation and art form therapies. In 2021, the Human Development and Childhood Studies faculty organised a national symposium on 'Ethics in Social Science Research and Publication'.

Communication Extension and Journalism faculty members along with students have worked together to produce short films to challenge stereotypes associated with different genders and their 'expressions'.

The faculty and students associated with the courses on Food and Nutrition are actively engaged in community-based programmes for imparting nutrition and health messages to the vulnerable sections of the society.

The Fabric and Apparel Science faculty conducted a number of webinars on a range of topics including Sustainability of Fashion and Textiles, and Building Sustainable Business Model in the Indian craft sector.

In the teacher education programme, the paper 'Human Relations and Communication' aims to develop an

understanding of one's own identity, provides a feminist critique of established theories of identity and helps students reflect on social sensitivity and receptivity in the process of education attainment. The paper 'Pedagogy of Environmental Studies' prepares students for curriculum design and implementation of appreciation, understanding and sensitivity towards the environment among primary school children. The paper 'Gender and Schooling' prepares students to critically examine gender inequities in the process of schooling. As future teachers, they are expected to work towards transforming existing social norms and practices that inhibit the flourishing of all genders.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 61.12

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
264	254	233	214	208

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 4.64

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 90

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<u>View Document</u>
Any additional information	<u>View Document</u>

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni* **Response:** A. All of the above	
File Description	**Document**
Any additional information (Upload)	<u>View Document</u>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<u>View Document</u>
URL for stakeholder feedback report	<u>View Document</u>

1.4.2 Feedback process of the Institution may be classified as follows: Options: **1.Feedback collected, analysed and action taken and feedback available on website** **2.Feedback collected, analysed and action has been taken** **3.Feedback collected and analysed** **4.Feedback collected** **5. Feedback not collected** **Response:** A. Feedback collected, analysed and action taken and feedback available on website	
File Description	**Document**
Upload any additional information	<u>View Document</u>
URL for feedback report	<u>View Document</u>

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 95.16

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
603	571	579	641	489

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
713	627	594	594	516

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 81.41

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
244	277	226	301	203

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]
Any additional information	[View Document]

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

We believe in the potential of each student. They bring with them a heterogeneous mix of capacities. These differences in abilities helps create opportunities for peer interactions, collaborative learning, group projects, and joint presentations to enhance learning. We do not construe ability differences as disadvantages. Rather, it is a necessary precursor for creating a healthy learning environment. With an unfaltering belief in the potential of each student, pedagogy is adapted to address the needs of all students. Some of the ways it is realised are:

1.   Students are motivated to strive for higher goals by providing special training through internships, field work, short term courses and project work. Practical and field tasks are structured in a way that students interact with the materials in ways that will yield evidence which they can observe and learn by doing.

2.   Group discussions, technical quizzes and intercollege competitions are woven in the structure of the curriculum to develop analytical and problem-solving abilities and to improve their presentation skills.

3.   Teachers help students in selecting significant aspects of the content and strengthen the core areas.

4.   Students are motivated to get involved in research projects to inculcate research orientation and higher studies aspirations in themselves. Students are given opportunities to take initiatives and strengthen their decision-making abilities. Teachers encourage students to participate in discussions that augment their understanding of concepts. The students are encouraged to participate and give presentations in symposia and are trained in scientific writing.

5.   Faculty of the Fabric and Apparel Sciences has created 18 videos of 7-40 minute duration and uploaded them on YouTube for pedagogic purposes.

6.   Alumni talks are organised to motivate and mentor these students. Between 2016-21, the Department(s) of Microbiology, Elementary Education, Biochemistry and Home Science organised talks by alumni where they shared their experiences to provide a scaffold and motivate students.

7.   Special mental health awareness programmes are arranged for stress management by Home Science (Human Development and Childhood Studies) faculty. The students prepared short films of 30 seconds duration on mental health in the Home Science (Development Communication and Extension). These coalesced the focus on anxiety, distress and initiating a conversation around it.

8.   Peer education and buddy pairing strategies are used. Small group tasks are designed so that students take on different roles and collaborate. Students are given opportunities to take the lead in presentations, flipped classrooms and reciprocal teaching.

9.   Students are motivated to participate in one-to-one interaction with teachers and mentors beyond class

hours for individual attention. Counselling, remedial classes, peer-mentoring, brainstorming and mentor-mentee programs are organised to ensure maximum inclusivity and boost the academic and co-curricular performance of students.

10. The college has an Enabling Unit to provide guidance, counselling and mentoring to students with disabilities.

11. The Equal Opportunity Cell aims at providing support to the students from disadvantaged backgrounds.

12. Mock tests and speed tests are organised for students who feel under confident in practicals.

File Description	Document
Upload any additional information	[View Document](#)
Past link for additional Information	[View Document](#)

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 22:1

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

? There is a determined and articulated commitment to student centered learning based on social constructivist epistemologies and methodologies that include experiential and participatory learning.

? Students are provided hands-on experience through workshops, field visits, group discussions and related activities. Various components of the curriculum are transacted using daily-life examples, microworlds, simulation, action projects, and meaningful learning tasks.

? Participation in seminars, presentations, debates, and inter-college competitions is encouraged to boost critical thinking and problem solving capabilities. Remedial classes and tutorials, interactions with alumni and industrial visits are arranged. .

? From 2017 onwards, DBT STAR college grants provide scope for development of students through workshops, field visits and project work. The students of the Departments of Microbiology, Biochemistry,

and specialisations in Food and Nutrition, Fabric and Apparel Sciences have benefited from these grants.

? IHE classrooms are lively spaces, bustling with interactions, discussion, and debate, not monologues. Faculty often plan enrichment activities to generate meaningful and transformative learning experiences. Plans are prepared to make classes engaging, interesting and insightful. Peer learning and group work are used to boost active learning. The intent is to enable students to apply abstract ideas and concepts to real-world situations. Field trips, excursions, and visits to other organisations are encouraged.

? The FNFT faculty and students are involved in activities of professional societies such as Nutrition Society of India, Indian Dietetics Association, Association of Food Scientists and Technologists.

? As a part of Masters programme in the Food and Nutrition and Fabric and Apparel Science, students undertake a four-week internship and undertake a year long research culminating in a dissertation.

? The Elementary Education curriculum includes Performing and Fine Arts, Craft and Participatory work, School Internship, Materials Development and Classroom Management and Project work helps strengthen the link between theory and *praxis*, academic sensibility and the field.

? AARAMBH, an Early Childhood Learning Centre with a day care facility for children between ages of 2-8 years caters to children in the age group of 2-4 years. It has been established and supported by the Human Development and Childhood Studies faculty.

? The Development Communication and Extension faculty conduct community outreach programmes in literacy, skills training and digital literacy programme called "Each One Enable One". The faculty regularly organises short–term certificate courses for the benefit of students' careers and skills such as radio jockeying, campus to corporate, photography, the art of storytelling, traditional media and use of software for print media.

? The Resource Management & Design Application faculty provides students entrepreneurial management skills in terms of self-employment and micro-enterprise management. The faculty organises short term courses on themes like event management, AUTO-CAD, interior designing and human resource management.

? During the lockdown period in the wake of the pandemic , ICT tools such as Google Classroom and Google Meet along with YouTube videos were adopted as platforms for online teaching by the faculty members.

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Faculty strive to maximise their usage of technology in the classroom. Teachers are able to employ new digital tools to assist all students in achieving high academic standards.

?   Students are given a user id when they join the college, so that they can use the internet on their devices anywhere on the campus. As per the guidelines given by the university in the wake of Covid-19 pandemic the faculty members conducted online classes in the last two academic years. They made use of Google Meet integrated in Google classroom for online teaching.

?   The college's Wi-Fi-enabled campus enables teachers and students to remain connected to the internet. The college's ICT-enabled classrooms are equipped with desktop computers, laptops, and projectors to facilitate the e-learning process. Some teachers share digitised materials and e-books that help students since they are portable and cost effective.

?   The college has 23 ICT enabled classrooms, three computer labs equipped with 88 computers and 23 Wi-Fi enabled classrooms for laboratories. The college's automated library helps students to locate books. Teachers and students can access e-resources via INFLIBNET. This offers them resources for research. The most commonly used e-resources used by the students and faculty include SOL digital library, SOL e-*pustakdwar*, MHRD ICT, Programs of HRD ministry – SWAYAM, e- PGPathshala, National Digital Library, Virtual labs, DULS e-resources, e-Gyankosh, ILLL, NPTEL, Slide share, YouTube, e-books and e-journals, online videos, Podcast AUTO-CAD and 3ds-MAX software. The library offers plagiarism check URKUND to the faculty and research students.

?   The college has access to open databases like NCBI, Gene Runner, Primer 3, Pymol, Tally ERP 9, LaBview, Latex, R, MEGA and GENSCAN.

?   Faculty was provided training to use these new ICT tools for effective teaching, discussion and meaningful engagement with the students. Study materials, presentations, YouTube links, links to Ted talks, documentary films, powerpoint slides and reference materials are uploaded regularly on Google classrooms. MCQs, Quizzes, assignments, innovative and creative tasks and presentations are used for assessment.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 24:1

2.3.3.1 Number of mentors

Response: 82

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 111.35

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 69.37

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
62	63	57	66	63

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 15.79

2.4.3.1 **Total experience of full-time teachers**

Response: 1389.25

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

?	As per the University of Delhi guidelines, internal assessment carries 25% weightage in overall assessment of the students. The basis for 25 marks of Internal Assessment is (i) 10 Marks for assignment(s) (ii)10 Marks for test and (iii) 5 Marks for attendance.

?	The Internal Assessment evaluation criteria is shared with students in advance for transparency and fairness. Innovative and original ideas, creative work, team work, assignment responses based on primary and secondary data are encouraged. Thus, the focus of assessment is conceptual rigour, critical analysis, application, originality, presentation and soundness of ideas. Attempts are made to make the evaluation criteria transparent, impartial and free of bias.

?	Students frequently are offered opportunities to improve their performance. Individual and group projects, MCQs, analytical examinations, case studies, book reports, classroom presentations, and other methodologies are used.

?	Before the semester-end exams, teachers use Open Book Tests, MCQs, and Analytical Tests, among other methods.

?	IHE has an internal assessment committee with representatives from each department. The. The college has implemented Imagination Learning System (ILS)'s College ERP system to digitise its internal assessment processes including online entry of attendance and internal assessment.

?	Students can view attendance and assessment data on a monthly basis as well as at the end of a semester.

?	ILS generates the consolidated attendance report, percentage attendance report, student marks reports and internal assessment report i and it is uploaded on the college website.

?	At the end of the semester, rectification/corrections, if required, are submitted by the teacher-in-charge of the respective department to the members of the internal assessment committee in a Google claim sheet.

?	Final uploading of internal assessment is done on the university portal, after corrections.

During COVID-19 pandemic internal assessment was fully digitalised.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

?	The college follows the guidelines prescribed by the University to deal with internal examination related grievances. In case of any grievances, students directly approach the concerned subject teacher. If the matter is not resolved at this level, it is further referred to the teacher-in-charge of the department. Such issues are addressed and resolved in the departmental meetings.

?	The college has a well-defined set system to deal with examination related grievances.

?	At the college level, an Internal Assessment Monitoring Committee is constituted to handle the examination related concerns. This Committee is responsible for the entire process of internal assessment in the college and for resolving internal assessment related grievances.

?	The convenors of this committee coordinate with the University Examination Branch as nodal officers. During the pandemic, the end semester examinations were conducted in Open Book Examination formats. The college strictly follows the guidelines and rules issued by the affiliating university while conducting internals and end semester examinations.

?	The hard-copy of the internal assessment award list collated by IHE's IT Department is countersigned by the members of this committee before submitting to the examination branch of the University.

?	Retests for the internal assessment are conducted for students who remain absent for internal exams due to medical or any other valid reasons.

?	Within a time bound manner the internal assessment marks are entered in the university web portal. Students can individually view their performance in the university portal using their login IDs.

Re-Evaluation: If students are not satisfied with their results, they can apply for re-evaluation of their

answer scripts within a week from the date of the declaration of their results

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The college has clearly stated learning outcomes, scope and scheme of the programs and courses on its website. Course descriptions are provided below:

? **B.Sc. (Honours) Home Science:**

This course is multidisciplinary in nature. After successful completion of this 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, or Entrepreneurship Development, etc.

? **B.Sc. (Prog.) Home Science:**

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.

? **B.Sc. (Honours) Food Technology:**

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.

? **B.Sc. (Honours) Microbiology:**

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. (Honours) Biochemistry:**

This program in Biochemistry aims to provide students with excellent training in Biochemistry emphasising on a solid background of basic concepts as well as rapid advancement in the field.

B.A. (Hons.) Journalism:

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.

? **Bachelor of Elementary Education (B. El. Ed):**

The programme is a professional integrated teacher education programme. \It focuses on preparing humane, reflective teachers Some of the professional and academic options available for the Elementary Education graduates are teaching in elementary schools, contributing as curriculum developers, content designers, children's literature writing and storytelling, field work and analysis in NGOs and government organisations etc.

? **M.Sc. Home Science (Fabric and Apparel Science):**

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.

? **M.Sc. Home Science (Food and Nutrition):**

The course contents have been revised 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 NGOs, schools.

? **PG Diploma DDPHN (Diploma in Dietetics and Public Health Nutrition):**

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:**

The students can seek admission to the Ph.D. programme in the Department of Home Science, University of Delhi in the following areas of specialisation:

• Food and Nutrition

• Human Development

• Fabric and Apparel Science

• Resource Management and Design Application

• Development Communication and Extension

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The college has a system in place for measuring the levels of attainment of course outcomes, programme specific outcomes and programme outcomes.

?   The college keeps a track of the achievement of academic courses and co-curricular events regularly throughout the semester. An **academic calendar and timetable** is prepared by the   teacher-in-charges of all the departments and a designated committee. Teaching plans are discussed in the departmental meetings.

?   The attainment of course outcomes (COs) is measured through completion of **syllabus, continuous evaluation (internal assessment), and result** in periodic department meetings and their upload on the ILS portal

?   The **Annual Performance Appraisal Report (APAR)** is submitted by all faculty members to the college administration every year.

?   Different modes and strategies like remedial classes, tutorial classes, mentor-mentee systems, are used by teachers to assist the different and unique needs of learners for achieving satisfactory outcomes.

?   At the level of each department, the teachers strive to complete the courses in time and often, extra classes are planned. For offline classes, the 75 percent of compulsory attendance to qualify for writing the examination of the courses is adhered to, to ensure students' participation in the class.

?   During the pandemic time the attainment of the POs and COs were ensured. Google classroom discussions, presentations, Talks, guest lectures, webinars, quizzes, e-resources and online evaluation processes were periodically conducted to ensure achievement of course and program outcomes. The learning continued amidst continued compassionate support and some leeway to students based on their circumstances.

?   Periodic tests, quizzes, written assignments, presentation of papers, oral presentations, and field work are conducted for continuous evaluation.

?   The attainment of course outcomes and program outcomes are augmented by N.S.S. Activities,

Career Counselling, Personality Development Program, and Communication Skills, various collegiate and inter-collegiate competitions, organisations of poster competitions (*Posham Pakhwada*), and Youth Festival etc.

? Vibrant student societies in college are thriving with cultural and community life. Some of these are : the western dance society (*Eleganza*),   the arts society (*Iridescence*);: the literary and debating society (*Muzahira*), the theatre society (*Navrang*);: the fashion society (*Poise*) and : the Indian classical music society (*Tarkaas*). *Enactus* and Connecting Dreams Foundation work towards community outreach. The college e-magazine publishes student's articles.

? At the postgraduate and undergraduate levels, the attainment of programme outcomes is measured through students' progression to higher studies and/or their placement in companies and institutions.

? The online student feedback system helps the college to evaluate its learning outcomes. Feedback is solicited from all stakeholders including faculty, non-teaching staff, students, alumni, parents, employers about the course outcomes and suggestions for the improvement in the curriculum.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 90.7

2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
527	516	406	423	418

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
552	569	447	472	481

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<u>View Document</u>
Upload any additional information	<u>View Document</u>
Paste link for the annual report	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students (Data Template)	<u>View Document</u>
Upload any additional information	<u>View Document</u>

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 958.05

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
149.7898	26.5175	504.9532	167.0379	109.7549

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 28.41

3.1.2.1 **Number of teachers recognized as research guides**

Response: 25

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 43.33

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	3	4

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	6	6	6

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Over the years, the college has created an ecosystem which focuses on research and initiatives at the undergraduate and postgraduate levels.

- **DST FIST and DBT STAR college Grant:** The college received the Department of Science and Technology - FIST grant of Rs. 110 Lakh. It also received 47 Lakh from the Department of Biotechnology as part of the STAR College grant. A Central Laboratory facility has been established where equipment like High Pressure Liquid Chromatography (HPLC), refrigerated centrifuge, tintometer and spray drier have been set up to enable students studying Food and Nutrition, Food Technology, Microbiology, Biochemistry. In addition, an E-learning room with digital podium and screening facilities was established.
- **Research Projects, Publications, Dissertations and PhDs:** During 2016-2021, faculty received research funds amounting to Rs 801.05 lakh from various organisations to carry out research on a wide range of areas like climate change, poverty, gender, management of non-communicable diseases, child feeding, adolescent health etc . 192 high quality papers were published by faculty members and researchers in indexed journals. 20 books, 52 book chapters and 45 papers in conference proceedings were authored by the faculty and researchers at IHE. 31 research scholars were registered under the supervision of faculty. 15 candidates received their doctoral degree. 170 postgraduate students of the Food and Nutrition and Fabric Apparel Science undertook a year long

Dissertation and were taught the basics of research, statistics, referencing, plagiarism and ethics in research. The college has an 'Institutional Ethics Committee' formulated on the ICMR guidelines. It follows the stipulated protocol for providing ethics clearance before any research is undertaken. A course on statistical capacity building was conducted by the faculty from Medical Statistics, London School of Hygiene and Tropical Medicine under the aegis of UKERI grant. Prof Rosalind Gibson from University of Otago took a one-day workshop on methods of dietary assessment for the researchers and several other workshops on research methodology are regularly conducted.

- **Collaborations and internships:** IHE collaborated with various organisations to organise internships, interactive sessions, workshops and seminars. Students of M.Sc. Food Nutrition and Fabric and Apparel Science completed 6 week internships at various organisations. Diploma and Dietetics and Public Health Nutrition students undertook 3 month internships in the Dietetics Departments of different hospitals. Journalism students interned at media houses, publishers, advertising firms and NGOs. Elementary education students undertook internships at government-run schools for six months. Field trips were organised for students to rural centers of innovations in education, including OELP, Eklavya and Digantar. Collaborations with London School of Hygiene and Tropical Hygiene, St John's University, MRC, UK continued in the last quinquennial.
- **MoU's** signed with the Indira Gandhi National Open University and School of Open Learning (University of Delhi) for contact classes of various courses to continue. The college provides a viable platform for these students to interact with faculty and augment their learning process.
- During Covid-19 lockdown, the 'class goes google' was deployed effectively. Faculty members were trained and deliberate efforts were made to continue the teaching-learning process.

File Description	Document
Upload any additional information	[View Document](#)

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 39

3.2.2.1 **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	20	5	4	1

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)
Any additional information	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 1.68

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 42

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 25

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI website	[View Document](#)

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 2.14

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
37	23	44	50	38

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 1.29

3.3.3.1 **Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
27	14	16	19	40

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Every year, extension activities are held to at IHE with the intent to foster social responsibility and service to the community and also bring about a holistic development of students. Volunteering for these activities enables them to comprehend the community in which they work, identify its needs and concerns, and build a sense of belonging and civic duty. During the past five years, the college has implemented a number of measures to educate students about the services they may provide to the local community, thereby contributing to its welfare.

Extension and community outreach programmes on relevant themes such as health, environment, gender issues, and citizenship were organised and received enthusiastic student participation. Activities including tree-planting campaigns, mass pledges to protect the environment, and nature walks were performed to raise students' awareness of the need for environmental protection. A commemoration of World Nature Conservation Day was held. It included activities such as "selfies with nature" and a quiz about strategies to prevent pollution. A seminar on the reduction and recycling of plastic trash was held in order to encourage youngsters to engage in environmental conservation. Organised programmes included cleanliness drives, street plays on waste management, an oath-taking program for maintaining and ensuring cleanliness, rallies on and around the campus, volunteer visits to nearby slums and archaeological sites, and *Swachhta Pakhwara* etc.

The college's NSS unit is committed in its pursuit of community improvement. Some National Service Scheme initiatives were carried out in partnership with groups such as *Daadi ki Rasoi*, Mental Health Society, Helpage India, and Manzil. During the years of the epidemic, numerous events were planned and conducted to help students maintain a healthy balance between their academic and personal life. During the lockdown caused by the COVID-19 pandemic, students participated in a training class on yoga and physical activities for school instructors, which they later conducted online with students in MCD schools of Delhi. To enable persons from lower socioeconomic backgrounds to access healthcare services such as online payment and vaccination scheduling during COVID-19 times, a number of students imparted digital

literacy skills. There were webinars on Covid-19 management, prevention, and common myths, post-COVID problems and preventative actions, and suicide prevention: 'Let's Talk' being one of them.

Extension and community outreach teams gave due consideration to women's issues and concerns. Among the topics addressed during these activities included the digital gender gap, stigma around reproductive health, and the underrepresentation of women in leadership positions. Extension and outreach programmes also allotted extensive attention to citizenship-awareness initiatives. The activities included registration for the voter card during the *Matdata Mahotsav*, webinars on financial literacy, screenings of documentaries on human rights and debate competitions during vigilance week. During International Youth Day, participants expressed their vision for India's future via art. These programmes resulted in skill development and professional growth for participants. Through a dynamic extension interface, the college seeks to cultivate a culture of community development and collaborations with a number of government and non-government organisations.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 5

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	2	1	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)
Any additional information	[View Document](#)

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 169

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry,**

community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
79	35	28	17	10

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 103.79

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5353	1581	1176	724	491

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 37

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	10	6	8

File Description	Document
e-copies of related Document	[View Document]
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	[View Document]

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 20

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	5	3	3

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	[View Document]
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	[View Document]

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

In order to produce informed, competent, and empowered women, the college has consistently endeavoured to deliver high-quality education and promote the holistic development of its students. The college has an aesthetic red-brick building in the heart of urban Delhi. It includes a robust infrastructure that is intuitively and intelligibly designed, wieldy, and supportive of student learning and their overall development.

The college is organised in two teaching blocks. Each block has spacious classrooms, laboratories, department rooms and faculty rooms. There is provision in classrooms and laboratories to use LCD projectors that augments the quality of teaching-learning processes.

The students have access to three computer laboratories. These labs are equipped with eight computer workstations, internet access, and projectors to support practical pedagogy. Additionally, the college gives students access to software programmes like AutoCAD and 3Ds Max, Nuendo audio editing software, corel, SPSS etc. Computer lab also provides access to E resources like JSTOR, DULS e-resources, NList .

A unique two storied duplex design architecture houses the well-stocked college library. It has quiet reading spaces and is wi-fi connected. Property racks, librarian's office, circulation counter, online public access catalogue, processing section, and textbook and reference section stacks are spread across the two floors of the library. Computer access, research dissertations and reading spaces are all on the first floor. The e-library, which has 100 mbps internet speed and allows access to e-journals through INFLIBNET and N-LIST.

The college upgraded its laboratory equipment in the last quinquennial owing to DST-FIST grant and the DBT Star College Scheme. High-Performance Liquid Chromatography (HPLC), a Refrigerated Centrifuge, a UV-Visible spectrophotometer, a Deep Freezer, a Distillation Plant, Colorimeters, PCR machines, CO_2 incubators, ELISA readers, Microscopes, and Horizontal as well as Vertical Electrophoresis units are some of the equipment acquired by the college. Autoclave, BOD incubators, Shaker incubators, Laminar flow, Microscopes, Spectrophotometers, Electrophoresis devices, and Centrifuges are some of the equipment acquired.

The college has thirty-three well-equipped laboratories to cater to the needs of different discipline subject specialisations. Besides conducting practicals, the students often engage in real-time testing, microworld problem solving, innovative and creative enterprise, production and display of materials and artefacts in these laboratory spaces.

For the production of electronic media and its learning processes, the college has an Audio Studio which is sound-proof and includes audio production equipment. The facility can be used to create e-content, podcasts and films.

The college has a Design Studio outfitted with landscape and housing models, designing tables, drafting tools, and presentation boards.

The Administrative Unit of the college consists of the Principal's Office, the Accounts Office,

the PA's Office, all of them equipped with sophisticated, organised filing spaces.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The college focuses on overall development of students and hence adequate emphasis is given to cultural and sports activities.

Cultural Facilities

The quadrangle is a bijou space often echoing with the soundscapes of street plays, solo performances.

For a variety of exhibitions and festivals, the Amphitheatre and open stage offer an outdoor location for cultural events such as music performances, theatre performances, especially addresses, poetry readings, art and photography competitions.

The spacious Girls Common Room, Basketball Court area, Basement are available for the students to organise and participate in co-curricular, fun and cultural activities. Some of these cultural events and activities include choreographed dances, music, theatre and media club.

The foyer is popular among students to train for events like fashion shows, art events.

Sports facilities

The college has a badminton court and basketball court with floodlights where Inter and Intra college matches are held periodically. The sports Hall of the college accommodates two Table Tennis tables for inter- and intra-college events. There are facilities for indoor games such as chess and carrom at the college.

The sports activity hall is a vast expanse of space in the sports section that is utilised for aerobics, yoga, judo and taekwondo.

The gymnasium includes four stations, each equipped with the latest machines, including four weight

stacks, treadmills, cross trainer, rowing machine, spin-bikes, multipurpose bench and steppers. It is open for use by faculty and students from 9.00 am to 5.30 pm everyday. Some students use it regularly under the guidance of the sports faculty.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 60

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 22.27

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
232467.37	3078138.37	4444501.82	5602828.82	232467.37

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)
Upload any additional information	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

1. The college has well-stocked central library which collectively support the teaching, research and extension programmes of the institute. There is a collection of more than **25000 resource materials** which include text books, reference books, thesis and volumes of journals in different fields.
2. The library has reading halls at the first floor and on the second floor of the duplex connectivity.
3. Various functions of library management, that is, acquisition of books and journals, cataloging, circulation, serialisation and **Online Public Access Catalogue (OPAC)** are integrated as accessible services.
4. Initially, LIBSYS was used as the ILMS platform. In year 2018 Library got partially automated using **'KOHA' software** with **20.11.04.000 version**. KOHA is a free and open source, fully featured, scalable LMS. The important features of KOHA like cataloging, customizable search, online circulation and barcode printing are in use.
5. Membership, registration and issue/return of books are done in the automation mode. Barcode technology is used for this purpose. A barcoded Identity Card that is issued to students at the time of admissions is used for membership to the library. A Barcode Scanner is used for issue/return of books.
6. The library is well equipped with all the modern facilities and resources (print and electronic). The library follows the Dewey Decimal System of classification, and Books are processed by using AACR-II code. The Call Number in the WEBOPAC helps in locating the books on the shelves.
7. Books are arranged on the shelves in numerical order from 000-999. Student becomes the member of the library automatically after taking the admission in the College.
8. The library has three LED Television and two DVD players with two standard ear phones. One TV is used for offline tutorial for e-learning, e-resources accessibility and plagiarism, other two TVs and DVD are used for language learning and cultural documentary.
9. Library has urkund software for plagiarism check
10. Dedicated 4 computer workstations are installed where students can access e-material. The library also has three laptops which are loaded with **braille software**, and is fully wi-fi enabled.
11. During the pandemic library facilitated students with e resources. The college library subscribes to a large number of e-resources through **UGC-Infonet, DULIS e-journal and NLIST of Inflibnet**. It includes 11 online databases on Reference & Citation Sources, 7 online databases on Bibliographic Sources, 2 online databases on Citation Analysis Resources, 5 online databases on Financial and Statistical Sources, single database on Doctoral Thesis and 77 online databases on Full Text Sources. List of e resources is attached.
12. Through DULS remote log in system 64 highquality electronic databases are available through

computer network to teachers, students and research scholars.

13. The library has created a **webpage** within the College website, linked to all the **e-resources** subscribed by the College such as SOL digital library,MHRD ICT,Swayam prabha, eGyankosh, ILLL, INFLIBNET, NPTEL and moreThis has been especially useful during the pandemic induced lockdown.

14. **Photocopying and printing services** equipped with a computer, printers, a photocopier, binding machines and scanners in order to deliver high standard services to the students and faculty members.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 194924.8

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
24962	191820	107897	414407	235538

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 2.96

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 60

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has significant ICT facilities on campus

Hardware Infrastructure

The college has three computer laboratories equipped with the latest software and are wi-fi enabled. Many classes of under-graduation and post-graduation are held in the computer laboratory. All computers are regularly upgraded to meet the requirements of changing technology. The computer laboratories are manned by technically qualified professionals.

Wi-Fi Enabled Campus

The entire campus is Wi-fi enabled to facilitate academic as well as research work by faculty and students with both wired and Wi-Fi internet facility of 100MBPS MPLS-VPN for staff and students. Additional backup internet facility 100 MBPS is available from ACT Fiber net. All the students are given user id as they join the institute, to use internet connectivity anywhere on the campus. There is total 3 servers working in the college premises 2 University of Delhi Server, 1 Domain controller. With the help of these servers, LAN networks, Wireless Network systems and computer systems are connected and monitored in the college.

Details of Software Licenses in college

The college has following Licensed software

Software	Licenses
Microsoft windows 7	100
Microsoft office 13	100
Autodesk	25
Coral	15
Tally ERP	8
Ubuntu	Open Access
Nuendo	1
Urkund	1

Educational management software

Education management software is used by teachers, students, and college administrators for organization and collaboration and to facilitate learning. It is designed to increase productivity, improve communications in a variety of academic and management-related tasks. The college has been taking the services of different software providing companies for the purpose. Presently, the college is using educational management software developed by **ILS (Imagination Learning Systems).** All the academic and administrative aspects of the institute including attendance and internal assessment are fully automated and integrated. Besides, surveys are also conducted using the system to get feedback from students about the teaching-learning process. The college has also been conducting student elections with the help of the educational management software. Various other features are also provided such as employees' database, conduct of meetings of different committees and recording of minutes of the meeting.

Automated attendance and Internal Assessment

The faculty members enter the attendance data of students in the ILS software at the end of every month. The ILS portal is integrated to the college website enabling the students to check their **monthly attendance** records on the website. They can also check **internal assessment** at the end of every semester on the college website. The automated system not only facilitates managing the classroom efficiently but also permits recording, storing, monitoring and analysing students' attendance as well as internal assessment history. For recording attendance of non- teaching staff biometric attendance system is installed.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 4:1

File Description	Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 18.32

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
406174	818737	465853	16969573	2984047

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The college constitutes Staff Council Committees which meet regularly and ensure that the respective facilities are maintained. There are Laboratory Assistants and Computer in-charges for the maintenance and upkeep of the classrooms, laboratories and ICT facilities. All purchases and procurement of goods are done through Government E-Marketplace (GeM).

Maintenance of Classrooms, Girls' Common Room, and Common Area – Student amenities committee is responsible for the maintenance of classrooms and common areas in the college. Student volunteers are involved in this exercise to promote a healthy culture of sharing responsibility. A standard checklist facilitates the monitoring of the cleanliness in the corridors, staircases and the toilets and checking is done on a weekly basis, ranging from twice to thrice a week.

Maintenance of Laboratories: Optimal utilisation of laboratories is recommended by Teachers-in-charge in consultation with the faculty members of the department and the timetable committee. The laboratory staff records instruments and materials purchased for laboratory-based activities in the stock registers. The utilisation of consumables and non consumables in the laboratories is audited. Registers of inventory are kept for this purpose. Each floor is equipped with fire extinguishers for emergencies. The Timetable committee ensures the allocation and optimal utilisation of all classrooms at the beginning of each semester, based on the batch sizes of the various courses. Students are oriented to take care of the college property.

Maintenance of Library: The Library Committee is in charge of library processes and policies regarding the maintenance and utilisation of library resources. The books are issued to students and faculty members and a record is maintained. The library committee and departments of the college receive funding annually for the procurement of new books and periodicals. An entry register is used on a daily basis to record the number of students and faculty members who visit the library. Students are required to obtain a "No Dues" certificate from the library to ensure the timely return of books. Students present a Clearance Certificate from the 'South Zone Library of Delhi University Library System' when obtaining clearance from the college library, if they are members. The library has access to e-books and e-journals through DULS and NLIST, and college faculty members have been provided login passwords.

Maintenance of ICT Facilities: Under the supervision of the Automation Committee, dedicated IT personnel maintain ICT facilities. Regular maintenance is performed on the desktops, laptops, LCD projectors, and other ICT equipment. To ensure the market relevance of acquired skills, IT hardware and software are continuously upgraded, and regular support services are provided for computer hardware and software. All IT equipment servicing and maintenance is conducted via e-tendering through GEM. A company is awarded annual maintenance contracts for computers for a period of three years. The college has a Learning Management System responsible for maintaining records of online instruction. The educational management system is responsible for maintaining class sectioning, internal assessment, and student attendance. The automation committee regularly organises training programmes for the use of online teaching-learning platforms.

Maintenance of Sport Facilities: For the maintenance of outdoor and indoor sports facilities, a Sports Committee oversees the purchase of sports equipment as well as the expansion and maintenance of existing sports facilities. The Sport Committee In-Charge maintains the records and registers pertaining to the stocks of sports equipment.

Maintenance of Green Spaces: The Environment Committee is responsible for the maintenance of green infrastructure on the campus. Stock registers, audit registers and activity files are maintained. Quarterly stock checking and plant audits are done for the garden. Based on seasonal requirements, procurement of pots, plants and soil as well regular weed and pest control is rendered by the committee.

Maintenance of Canteen: Staff and students receive hygienic food from the canteen. The Canteen Committee oversees the menu, prices, and maintenance of the canteen, as well as looks after the

cleanliness, quality, and hygienic standards of the food served. The canteen provides students and staff with food at subsidised prices. The student amenities committee conducts regular monitoring of plastic and water usage. Through an Annual Maintenance Contract, RO water purifiers are regularly serviced. Waste generated from the canteen is separated into biodegradable and non-biodegradable waste for treatment.

Cleanliness and Sanitation: Sulabh International maintains the cleanliness and sanitation of the entire facility, including the restrooms, through the use of service providers hired through an online request for bids. The Student Amenities Committee is responsible for maintaining the college's regular cleanliness. There are sanitary pads vending machines in the girls' common room and in the washroom. The dustbins for waste collection are placed at all strategic points. The waste collected from different areas of the campus is segregated and then accordingly disposed-of. The biodegradable waste is collected and segregated for composting. During the time of the pandemic sanitisers have been installed at strategic locations in the premises and the laboratories are being regularly sanitised..

Purchase Committee: The purchase committee reviews technical details and acquisition by the GEM portal. The college had registered on Central Public Procurement Portal (CPPP) and Government E-Marketplace (GeM) in 2018 to create transparency and fulfill the mandate of the government. The institute has streamlined the purchase process for all types of procurements (Goods and Services) according to the GFR-2017 rules. Items costing under 25,000/- have been purchased directly while items costing more than 25,000/- are usually purchased through the bid process on GeM. Services such as recruitment of MTS, sanitisation staff, security and AMC of various items have been done through the bid process on GeM. In case any item is not available on GeM, then it was purchased either through open market by constituting Local Purchase Committee (LPC) or by floating tender on college/DU website.

Building Committee: The Building Committee is a staff council committee and includes representation of the Governing Body of the college. It is responsible for augmenting teaching-learning infrastructure. Furniture and equipment are purchased on a regular basis. The Purchase Committee holds regular meetings to approve necessary purchases for the maintenance of college infrastructure to create a facilitative learning environment.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 2.88

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
51	59	46	37	46

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document]
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document]

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 2.69

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
8	26	31	37	104

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

    1.Soft skills
    2.Language and communication skills
    3.Life skills (Yoga, physical fitness, health and hygiene)
    4.ICT/computing skills

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 35.36

5.1.4.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1782	556	579	135	133

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 7.31

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
23	28	44	35	32

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 44.78

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 236

File Description	Document
Upload supporting data for student/alumni	
Details of student progression to higher education (Data Template)	
Any additional information	

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 53.12

5.2.3.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.*)) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
54	61	32	10	14

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
70	70	60	50	50

File Description	Document
Upload supporting data for the same	
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 320

5.3.1.1 **Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
43	85	27	103	62

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Transitioning from schools to colleges involves developing a sense of socio-political participation and inculcating civic responsibilities among youth. The IHE Students' Council pursues various student activities in everyday college life. All students from the first year are entitled to be members of the IHE Students' Council. The Principal is the patron of the Students Council. The students witness the processes of democratic participation, mutual responsibilities, and obligations toward college through this participation. The student council elections are conducted every year with active involvement and enthusiasm. The Council engages, represents, and partners with the college in sports, cultural, anti-ragging and prevention of sexual harassment, providing feedback for teaching-learning, helps with internal complaints, scholarship screening and placement cell.

The college encourages the Students Council to organise various activities, including fresher's party, final year farewell, a cultural festival, students' welfare and community outreach programmes. The IHE Students Council is a dynamic and robust student core that has been coordinating and contributing to social-cultural activities and represents several college committees. There are 11 leading student societies as mentioned earlier (See Criteria 6.1.1. and 6.1.2.). The students undergo multiple rounds of auditions and trials for their

selection to their respective societies. Some of the leading IHE Students' societies are:

These societies are mentored by various departments. The new entrants opt for these societies along with NSS as their other options. The students' annual cultural festival FERIA, witnesses' participation from varsity levels across the country.

The representative students of Sports work to inculcate team spirit and leadership qualities among the college students. The student representatives provide valuable support and organisational assistance to the Physical Education faculty in conducting various intra- and inter-college events and competitions. The students participate in the inter-college tournaments of the university, the state and national tournaments, and the other colleges' invitational tournaments. The sports union actively coordinates the Annual sports fest "ENTHUSIA" every year.

Students are actively involved in academic and administrative committees such as the Internal Complaints Committee. Two college alumni are constituent members of the IQAC committee.

The President of the Student Council is a mandatory committee member to ensure transparency in the allotment of freeships.

IHE Students are an integral part of the Magazine Committee. The college magazine 'Surbhi' is designed and developed by a team of students who generate, collate and edit content for the students.

The students are a crucial part of the Placement committee 'Eminence' in the college. The student representatives significantly contribute to organising job/internship fairs and assisting the selection process. As part of co-curricular activities, students actively participate in research projects and are encouraged to be part of the organising committee in workshops and seminars.

http://ihe.du.ac.in/students-corner/student-council/

File Description	Document
Paste link for additional information	[View Document](#)

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 62.2

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
135	27	25	70	54

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

- The College now has a registered Alumni Association. Institute of Home Economics Alumni Association was registered on 18th February 2021, under the Societies Registration Act, 1860.

- The core alumni presently employed in the college are in the Governing body of the association. These members, along with executive members of the college liaison with and update information and status of the alumni.

- The Alumni Association proposes to initiate scholarships for the students from the upcoming academic session. These may be awarded during the Annual Day. The College plans to have souvenirs, mementos, and a directory that serve as aide de memoir of the institution. We plan to reach out to the community through the alumna body and organise activities.

- The IQAC of the College has two alumni representatives as members whose suggestions and support have enriched the activities of the IQAC.

- The college has always looked forward to a meaningful and valuable association with its alumni. At the PG Level, the Fabric and Apparel Science specialisation connects with its alumni by inviting them to webinars and guest lectures. The alumni share their valuable experience in academia and other industries with the students. The department connects with its alumni through social media activities through its Facebook page. The department connects with more than 600 alumni and allied networks by regularly updating the Facebook page. The alumni help the department train and place graduate and undergraduate students from time to time in the industry.

- The postgraduate programme of Food and Nutrition constituted its own Alumni Association called IFNAA (Institute of Home Economics Food and Nutrition Alumni Association) for its postgraduate students in 2009 and has had six events. Though the meetings are usually held in September, coinciding with Poshan Maah (earlier nutrition week), interactions with alumni were held in various departments at the undergraduate level. These exchanges are avenues for fostering dialogue

between aspiring professionals and students.

- Department initiatives at the undergraduate level: Interactions between students and alumni are regular features of departmental activities. These interactions, often held during academic fest, set a dialogue between the students and alumni on the changing professional avenues and adaptive values for sustainability and professional development.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The objective of the institution for imparting value-based education is clearly reflected in its vision and mission statement:

Vision

To empower girl students to contribute to the intellectual, professional and capacity building endeavours of the nation and to face the challenges of a globalised world while remaining rooted in the values and practices of their own culture.

Mission

To provide quality and value based holistic education, facilitated by the use of technology and to focus on the development of young women as autonomous, critical thinking and humane individuals; to inculcate discipline, desire for excellence and foster all-round growth.

The governance of the college is in line with the stated vision and mission:

- **Governing Body and the Principal**

The Governing Body consists of members appointed by the University of Delhi; they are experts in the field of higher education and along with the principal take important decisions related to the functioning of the college. There are **two teacher representatives** who represent the faculty.

- **Staff Council**

The **Principal** along with the **teaching staff** forms the staff council. During staff council meetings, all important matters are discussed and decided upon by the staff council members and duly minuted.

- **Committee System**

The college can boast of a well-structured committee system which includes committees for time table, admission, library, internal assessment, website and automation, purchase and extra-curricular activities such as cultural, sports and literary and debating programs. Besides this, there are some other committees: Committees for Scientific and Research projects, Building and Legal Affairs, Alumni, Institutional Ethics Committees, FIST and Star college committee. The committees meet regularly to implement plans. Minutes of these meetings are maintained and shared with the administration.

In addition, proctorial committees are functioning to ensure an inclusive atmosphere. These include **SC/ST/OBC/EWS/Minorities Cell** which address issues related to students belonging to diverse and

marginalised communities. To specifically look at the interests of persons with disabilities, an Equal Opportunities Cell and an **Enabling Unit** has been set up. A zero-tolerance policy is followed towards sexual harassment and there is an **Internal Complaints Committee** which works as per the UGC guidelines.

For fostering all round development of students, **student representatives** also work with teachers in committees and participate in the decision making process.

- **Student Council**

The college is cognisant of its role in training leaders for the society and nation. Therefore, student elections are conducted for various student bodies. Some of these are Poise (fashion society), *Navrang* (theatre society), Eleganza (dance society), Iridescence (art society), Eminence (Placement cell), *Tarkaas* (music society), *Muzahira* (Literary and debate society) Enactus (social entrepreneurship society) and Connecting Dreams Foundation (community service).

- **Advisory System**

The college has a well-structured advisory system in place. Every teacher is in-charge of an advisory group which has about 20-25 students. Regular meetings are held to resolve issues related to students' concerns.

- **IQAC**

To keep up the high quality of teaching-learning process, Internal Quality Assurance Cell works towards high quality assurance soliciting time to time advice from all external stakeholders.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

All major stakeholders of the college are involved in the decision-making process. This ensures effective decentralisation and participative management at all levels.

- The organisational structure of the college comprises the **Governing Body, Staff Council and its various committees and the Student Council.**
- The **governing body** is in constant contact with the **principal** of the college for designing and implementing institutional policies resulting in quality education. The governing body has **two**

nominated faculty members and a **representative of non-teaching staff** who is invited during the discussion of matters related to non-teaching staff.

- The principal conducts regular meetings with the **staff council** and identifies areas of improvement for taking corrective actions on time.
- The principal also holds meetings with **teachers-in-charge** of different departments who in turn meet **department members** periodically to discuss important matters.
- The **student council** is a strong, vibrant body that brings forth ideas and concerns of students. The transparent selection, constitution and responsibilities of students' union ensures equal participation of students in the college.
- Every faculty member is assigned a minimum of two **committees** that oversee **academic** as well as **extension** activities. Most committees involve students in the decision making process. The convenors conduct regular meetings with other members and submit suggestions to the Principal.
- **Administration** and **accounts** department meet the principal on a regular basis.
- The college has a registered **alumni** society. All departments meet their alumni on a regular basis.
- The teachers at IHE regularly hold meetings with the parents of the students to discuss their progress.
- The **community** is another key stakeholder and the college organises many outreach programmes.

Decentralisation and participative management as reflected in 'FERIA': The Annual Cultural Festival of the College

'Feria' is the annual cultural function organised solely by students with support from teaching faculty. All students' societies - Poise (fashion society), *Navrang* (theatre society), Eleganza (dance society), Iridescence (art society), Eminence (Placement cell), *Tarkaas* (music society), *Muzahira* (Literary and debate society) and Enactus (social entrepreneurship society) are actively engaged in planning, organising and conducting various cultural events with students' union providing leadership.

- The decision to hold an annual cultural festival is taken by the student union and the cultural committee along with the staff council. The cultural committee consists of teaching, non-teaching staff, elected student council members and other students from different semesters.
- Student union members along with cultural committee staff members work towards various aspects of the event-sponsorship, planning activities, programme scheduling, inviting guests, arranging stalls, looking after logistics, publicity and campaigning etc.
- **'Feria'** is organised for two to three days and most events are open to students across all universities. Students participate in events associated with music, dance, fashion show, dramatics, creative-writing, photography and talent hunt.
- This annual festival provides an ideal platform for students to take initiatives and take on leadership roles. For every event, cultural committee members guide and give ample opportunities to the students to lead. This sort of participative management allows students to take decisions, handle resources more efficiently and work in a democratic manner.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institutional strategic/perspective plan is in accordance with the mission and vision of the college. All planning is continuously geared towards:

1. Improving teaching and learning
2. Promoting inclusive education
3. Encouraging research and innovation
4. Creating a sustainable green environment
5. Providing better placement opportunities
6. Upgrading physical infrastructure, library, ICT and instrumentation facilities
7. Efficient human resource management
8. Enhancing industry interaction/collaboration
9. Supporting community outreach and extension activities
10. Increasing transparency in all operations

To improve teaching and learning the following steps were taken:

- Every department at the beginning of a semester organised meetings to discuss different facets of the curriculum. **Academic calendar** and **lesson plans** were made. Peer-learning and experiential learning were encouraged for providing a more holistic experience. Field trips and internships were also organised to develop an understanding of theory-practice linkages (Refer 1.1.2-Academic calendar, 2.6.2-Lesson plans).
- For a smooth teaching-learning process, especially during COVID-19 period, digital **skill development programmes** for faculty were organised. To familiarise the faculty with new teaching and communication methods to be used during lockdown period following methods and programs were used: Moodle - An online learning management system, Online teaching using Google classroom and Google meet, Advanced Concepts in Google Classroom & Google Meet were conducted (Refer 6.5.3-Orientation Programme on Quality issues for Teachers).
- **Add-on Certificate Courses/Short Term Courses** were conducted to tap into the growing needs of various industries. Some of the courses conducted included Understanding Learning Disabilities, Campus to Corporate, SmartEdge: An Employability Enhancement Programme, Event Management, Interior Design, Radio Jockeying, Introduction to Bioinformatics (Refer 1.2.2 - Short term courses).
- **Industry partnerships and collaborations** with various organisations like All India Institute of Medical Sciences, Indian Council of Medical Research, Indian Institute of Technology, Delhi, PepsiCo, Dabur, National Institute of Public Cooperation and Child Development, Development Alternatives, Safe Express, and National Consumer Helpline were strengthened. (Refer 3.5.1-Collaborative activities for research, Faculty exchange, Student exchange/internship).
- **Memorandum of Understanding (MOU)** were signed for industry-college integration and for facilitating internships and providing training support to the students. MOU's were signed with Indian Pollution Control Association (IPCA), Indira Gandhi National Open University, School of Open Learning, Greenpeace and Indian Society of Heating, Refrigerating and Air Conditioning Engineers (Refer 3.5.2 - MOU).

- The use of **ICT tools** were encouraged for effective teaching.
- The students were taught the latest software such as AutoCAD, CorelDraw, STATA and Diet Cal.

The positive effect of the above steps is visible in the average pass percentage of the out-going students for 2016-2021(Refer 2.6.3-Average pass percentage of students) which is 91%. It is important to mention that COVID was a difficult time and it was due to the continuous efforts made by the staff, college authorities and IQAC that it was possible to overcome major obstacles and to maintain a high standard of quality teaching at IHE.

File Description	Document
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Policies, administrative setup, appointment and service rules, procedures, etc. at IHE are governed as prescribed by the University of Delhi.

- The administrative set up of the college can be seen in the **Organogram** which consists of the **Governing Body, Principal, teaching staff and non-teaching staff.**
- **Governing body** is the apex body which oversees the entire functioning of the institution. It is presided over by a chairman who is appointed by the university.
- **Principal** is assisted by teachers-in-charge (TIC) of various departments and staff council-comprising of all the faculty members and the non-teaching staff.
- **Teachers-in-charge** along with other faculty members work towards all issues related to academics and extracurricular activities of their respective departments. They liaison between the faculty, students and the administration and regularly report to the principal.
- The **Bursa**r is a senior teaching staff member who manages the domestic and internal finances of the college subject to the directions given by the Governing Body and the Principal.
- **A Public Information Officer** is a senior faculty member who looks after all aspects related to the right to information.
- The **Library** has Librarian, Assistant Librarian and other professional assistants.
- **Committees**: The teaching staff are a part of many important committees which meet at regular intervals to discuss important matters related to the functioning of the college. In addition to general committees meant for admission, academic activities, internal assessment etc. there are also supernumerary committees meant for scientific and research projects, building & legal affairs and for institutional ethics in research. Besides these, there are also Anti-Ragging Committee, Committee for prevention of caste-based discrimination and Internal Complaints Committee which

promptly address the grievances of both staff and students. There is also an Enabling unit and an Equal Opportunity Cell.

- The College has an **Internal Quality Assurance Cell (IQAC)** which works diligently towards maintaining and improving its quality initiatives.
- The **non-teaching staff** comprises of an Administrative Officer, Section Officers, and Junior and Senior Assistants. The **Senior Personal Assistant** reports directly to the principal.

Service Rules, Procedures and Promotion Policies:

Service rules, procedures and promotion policies of the college are as per the University Grants Commission and the University of Delhi.

Recruitment: Recruitment in teaching positions is done as per the roster. Process of recruitment (advertisement, scrutiny of forms and calling for interview and convening Selection Committee meetings) follows guidelines of University Grants Commission and the University of Delhi.

Recruitment of permanent non-teaching staff is also done on the basis of the roster. Appointments are made by a) Promotion or b) Limited Departmental Examination (LDE). LDE is held once in every recruitment year. In case the vacancy is not filled through proper mode of appointment, the same can be filled through deputation/short term contract.

For any requirement of other personnel-temporary/guest or daily basis, pertinent information is put up on the college website. The college hires non-teaching personnel through a rigorous process on GeM Portal.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The college has provision for many welfare measures for both teaching and non-teaching staff which are as follow:

Welfare Measures (As per University of Delhi Rules & Guidelines)

- As per University of Delhi guidelines, staff are entitled to the following types of leave: Casual leave, Earned Leave, Medical leave, Child-Care leave, Maternity and Paternity leave.
- Study Leave for pursuing higher education is granted to teachers with salary excluding conveyance allowance.
- Sabbatical Leave may also be availed by teaching staff subject to certain conditions.
- Academic/Duty leave is granted to teaching staff for attending Orientation/Refresher etc. or for any other official assignment. Leave to non-teaching staff is also available for participation in any official assignment.
- Reimbursement of conveyance charges for official work.
- Children Education Allowance reimbursement is granted to employees for every school going child per year .
- Group Insurance Policy is available.
- Festival Advance is given to non-Teaching Staff .
- Leave encashment is done for Leave Travel Concession (LTC) purposes.
- Leave Travel Concession/Home Travel Concession is given as per university guidelines.
- Reservation for Admission under Ward Quota of college teaching and non-teaching employees is available as per university guidelines.

Retirement Benefits (As per the University Rules) - The following benefits are made available at the time of retirement:

- General Provident Fund (employees who joined before 01.01.2004).
- Gratuity
- National Pension Scheme (employees who joined after 01.01.2004)
- Encashment of Earned Leave

Medical Benefits

- Medical bills are reimbursed as per CGHS rates and University of Delhi guidelines.
- The college has a well-equipped medical room and a full-time grade-A nurse. A medical doctor is also a faculty member of the college.
- During the COVID-19 pandemic, provisions were made for free testing of all teaching and non-teaching staff at periodic intervals.
- Hand sanitisers are placed at many places in the college premises along with information pertaining to COVID-19 appropriate protocol.

ICT enabled Facilities

- Wi-Fi enabled campus.
- Three Computer labs-two for students and one for faculty are operational.
- Fully functional Audio-Lab.
- Conference room with modern audio–visual facilities like digital podium for organising seminars, workshops , etc.
- Laptop/desktop facilities are provided in library and departments for easy access.
- CCTV facilities for security purposes.

Facilities for Recreation, Fitness and Emotional-Wellbeing

- Fitness centre that includes -

Air-conditined gymansium

Table-tennis hall

Two multi-purpose activity halls for conducting yoga and aerobics classes

A basketball court

Provision for Badminton

- Counselling Room
- Enabling Unit-Sopan

Other Support Facilities

- Open-air Amphitheatre
- IHE nursery school-Aarambh
- Canteen
- Cubicles for teaching staff
- Parking facilities for the staff members
- Filtered drinking water available.
- Photostat facility available on campus.
- Solar lights
- Security guards—both males and females have been employed
- Fully furnished and air-conditioned staffroom
- Facilities such as elevators, ramps etc. for elderly and differently abled
- Air-conditioned office for administrative staff and accounts.
- Separate room for IQAC meetings-computer facility available.

File Description	Document
Upload any additional information	
Paste link for additional information	

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 2.16

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	1	5	1

File Description	Document
Upload any additional information	
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 3.8

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
8	4	4	1	2

File Description	Document
Upload any additional information	
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 13.24

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
43	8	5	1	1

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The performance appraisal system of the college for both teaching and non-teaching staff works as per the rules given by the University of Delhi and the UGC. The major points are:

Appraisal for the Teaching staff:

- Promotions are as per the UGC Career Advancement Scheme (CAS).
- Appraisal for teaching staff is based on self-appraisal reports i.e. the Annual Performance Appraisal Report (APAR) and Performance Based Appraisal Scheme (PBAS).
- The form is in two parts and includes (i) general information and academic background as well as (ii) academic performance assessment. The latter includes teaching-learning and evaluation related activities, research and academic contributions, administrative support, contribution in extracurricular and co-curricular activities.
- The college expects teachers to submit a self-evaluation form annually. This reveals one's assessment of the teaching effectiveness and impact on students. It shows how the teacher manages student learning circumstances and the teacher's academic and administrative participation. This form allows teachers to demonstrate their continuing professional development (paper presentations, publications, seminars, conferences attended, etc.).
- The departments compile teaching-learning data in departmental reports for the principal.
- The college's IQAC reviews the faculty/department report and conducts an academic audit.
- The performance review also helps teachers move up in their careers by letting them know how they did at each level. If a teacher has potential to improve, they are advised to improve and

upgrade themselves. Following these quality-based norms is important for promotions. The system is non-partisan.

Appraisal of Non-Teaching Staff

- For non-teaching staff the college follows the performance appraisal procedures as per UGC norms and guidelines.
- All non-teaching staff of the college are assessed through annual confidential reports and annual performance appraisal.
- Each employee fills and submits the Annual Performance Appraisal Report (APAR). APAR forms contain a brief description of duties undertaken by the employee, timely accomplishment of planned work, etc.
- APAR is duly screened by the reporting officer and then certified by the reviewing officer and is then forwarded to the Principal.
- The teacher-in-charge also fills in the confidential report of the non-teaching staff. The work of the employee is assessed and scores given.
- Based on a close reading of their appraisals, the employee receives feedback and constructive comments to improve their performance and efficiency.

Feedback of faculty by the students

- According to IQAC protocols, feedback forms are available online on the college website, and the teacher-in-charge (TIC) ensures that students complete the questionnaire.
- The questionnaire assesses the teacher's communication abilities, subject knowledge, discipline, work-ethics, curriculum, and ability to create an engaging, discussion-oriented, democratic classroom.
- The IQAC members study the feedback and provide constructive feedback and corrective solutions to all faculty.

File Description	Document
Upload any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

All major purchases made by the college are duly sanctioned by the purchase committee and subsequently purchases are done through the government portal called **GeM**, i.e., Government e-Marketing. The financial transactions are made via the **PFMS-Public Financial Management System.** The **utilisation certificates** which are prepared are duly checked by the auditors empaneled with the college**.** Last Comptroller and Auditor General of India (CAG) audit was conducted in the year 2014.

External Financial Audit

The college strongly believes in transparency especially in relation to finance. It pays specific attention to maintaining and checking records of each and every financial transaction. Therefore, it conducts external audits on the financial transactions every year to ensure financial compliance from the approved panel of auditors of the University of Delhi. An external audit is conducted once every year by a statutory auditor.

The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers.

The auditor ensures that all payments are duly sanctioned by the competent authority. After the audit, the report is sent to the management for review. Any queries in the process of audit are attended immediately along with the supporting documents within the prescribed time limits.

The college has not come across any major audit objection during the preceding years. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the Governing Body, Principal and the Auditor.

Internal Financial Audit

The account office is headed by the Principal who along with the Bursar and the Administrative officer (AO) ensures that all transactions are checked for any discrepancy and there is complete transparency in the entire process.

File Description	Document
Upload any additional information	[View Document](#)

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The college is affiliated to the University of Delhi and its major sources of income are:

(i) Grant from UGC.

(ii) 5% share of college Trust.

(iii) Fees from students for regular and add-on courses.

(iv) Research Grants and Endowments

DBT-Star college scheme

DST-FIST Infrastructural Development Fund

 5% to 20% of the total sanctioned budget as institutional charges or overheads.

(v) Overhead/Institutional charges

    (a) Indira Gandhi National Open University (IGNOU)

    (b) School of Open Learning (SOL)

    (c) Research Project Overheads

(vi) Travel grant provided to academic staff from UGC.

(vii) Sponsorships from individuals and corporates for cultural events and festivals

 Utilisation of Funds

The college has a Governing Body, Building Committee, Purchase Committee, Library Committee which help in the preparation, division, allocation and utilisation of funds. The UGC funds are deposited in a separate bank account. The utilisation of these funds is ensured through financial auditing at the end of each financial year.

The funds received from UGC are mainly used for salaries of the staff. There are different heads under which the fees are collected from the students and the amount collected is used as per the heads.

The amount received from sponsorships collected by students for cultural festival 'Feria' is used for organising and conducting various events during the college festival.

 All purchases are made online via the GeM. Quotations and tenders are called for as and when required as per rules. The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc. The quotations are scrutinised by the purchase committee before a final decision is

made based on parameters like pricing, quality, terms of service and other conditions.

The college aims at promoting research, development, consultancy and such other activities, involving the faculty at various levels. It has provided financial support to faculty members for attending workshops/conferences etc.

The optimal utilisation is ensured through encouraging innovative practices some of which are:

? Monitoring and controlling lab contingencies.

? Purchase of equipment is done only after actual assessment of the faculty and students' needs.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC has made significant contributions in the area of capacity building of its faculty and students by conducting academic programmes in many relevant areas of interest, thus increasing collaborations and linkages with industries to widen employment horizons and encouraging use of innovative teaching methodologies for making teaching more meaningful. It has worked towards:

1. Fostering a robust research environment

IQAC has worked diligently towards creating an environment conducive to quality research. Some of its significant measures are:

- **Research Methodology Workshops** were organised to equip faculty and students with the latest research tools and methodologies.
- Encouragement and support to facilitate faculty to **write research project proposals** and publish their work in journals of repute.
- The involvement of **under-graduate students in research** is also encouraged.
- Signing **MOUs** and **Collaborations** with universities across India and the world to encourage research partnerships.
- The faculty members, Ph.D. scholars and post-graduate students are encouraged to **attend development programmes** to keep abreast with latest developments.
- Organising **seminars and conferences** at the national level on a range of topics that are important to modern education in HEIs.

- Encourage teachers to apply for **funding for research projects** from organisations like the UGC, DBT, DST, ICMR, ICSSR as well as international funding agencies.
- **Institutional Ethics Committee** peruses each research proposal for soundness of research methods, benefits to participants and society. It ensures that all guidelines related to ethics in research are duly followed.
- A well-equipped **laboratory** has been set up as part of FIST grant from the Department of Science and Technology.

The result of such strategies is clearly observable as explained in the following sections:

- During the period 2016-2021, **one hundred and ninety-two (192) academic papers** were written by the faculty as compared to one hundred and fifty (150) for the period 2011-2016. (Refer 3.3.2.1 Research papers)

- The **research output increased manifold** as many faculty members carried out research projects with reputed agencies like Department of Biotechnology, Indian Council of Medical Research, Department of Science & Technology, Indian Council of Social Science Research, UNFCCC and Wellcome Trust and Medical Research Council, UK. A sum of rupees **nine crores fifty-eight lakhs and five thousand (958.05 lakh)** was received as grants from different research projects during 2016-2021 (Refer 3.1.1- Total Grants received).

- **Forty-two (42)** Ph.Ds registered per eligible teacher within the last five years for doctoral research. **(**Refer 3.3.1.1 Ph.Ds. registered).

- Teachers are now entitled to apply for **sabbatical leave** for writing a book or conducting research.

2. **Sustainable initiatives for making college environment friendly**

IQAC has worked consistently towards encouraging all faculty members, students and different committees to create a sustainable and green environment.

The lush green environment of college is a testimony of eco-awareness amongst faculty and students. The college has a vermi-composting area, herbal garden area, solar panels and has installed Aerobins for making compost. Workshops, webinars and capacity building programmes related to environment were also conducted (Refer 7.1.5- Green campus initiatives, 7.2.1 -Best practices: Environment Consciousness & Sustainability).

File Description	Document
Upload any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation

quality initiatives)

Response:

As an academic institution, the college is continuously working towards developing better teaching-learning mechanisms. In order to achieve this goal, it is duly assisted by the IQAC which has been an active player in trying to bring about teaching-learning reforms. Its efforts range from devising strategies to improve the teaching-learning process through increased use of ICT, expanding the scope of the library to signing Memorandum of Understanding (MoU), arranging industrial visits and developing interfaces for collaborations with the view to providing meaningful and quality learning experience to the students.

Two specific areas of institutional reviews and implementation were:

1. Feedback

IQAC is actively involved in collecting feedback on a regular basis.

(i) Feedback 2019-2020:

IQAC conducted online feedback in the year 2019-2020 to assess the effectiveness of online mode of teaching during COVID-19. The online questionnaire form was filled by students and was subsequently analysed by IQAC.

Major findings:

- 75 % were happy with online mode and rated it as good, very good or excellent.
- Main advantages of online teaching included reduced cost and time, convenience of studying from home, availability of study material, access to experts through virtual media and safety in times of COVID-19.

(ii) Feedback 2020-2021

The IQAC conducted another feedback during the year 2020-2021 to again assess the success of the online teaching learning process undertaken during the COVID-19.

Major findings include:

- 62% did not want online teaching to be continued in the next semester and wanted face-to-face interactions.
- Google Meet (94.1%) was rated to be the most preferred communications platform for online teaching. It was followed by Zoom (4%).

(iii) Feedback from Stakeholders

- IQAC collected feedback from stakeholders such as students, teachers, alumni, non- teaching staff, parents and employers.
- Teachers' feedback was collected pertaining to curriculum, teaching, learning and evaluation.
- Alumni opinions were elicited regarding their experience in college.

- Feedback of non-teaching staff was also recorded regarding the professional working environment, infrastructure and opportunities for their career growth.
- Similarly, feedback was sought from parents and employers of ex-students.

2. Encouraging the use of Information and Communication Technology (ICT):

The IQAC encourages teachers to use appropriate teaching methods and ICT tools.

- During COVID-19, the teaching-learning process was mainly in online mode. In order to prepare the teachers for such a different pattern, IQAC in collaboration with other committees explored various audio-visual communication platforms for smooth conduct of online classes such as MS Teams, Zoom, Google classrooms and Google Meet.
- A short video for the benefit of students on the use of features of 'Google classroom and meet' was prepared by in-house faculty and uploaded on the college website.
- In addition to the above programs conducted mainly to overcome challenges posed by COVID-19, IQAC under its aegis, assisted in organising workshops, webinars etc. on many topics for students by collaborating with various departments for providing quality education and more real-time exposure.
- During 2016-2021, **thirty-five (35)** programmes were organised under the category of conferences, workshops on quality.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	[View Document](#)
Upload any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The college takes pertinent measures for the promotion of gender equity. Some of these are:

Safety And Security: The college provides a safe and secure environment for the staff and students through a network of CCTV cameras installed on the campus. The main entry gates have both male and female professional security guards who keep a record of visitors entering the college.

Counselling: The curricular and co-curricular concerns of the students are addressed by the students' advisors. At least two students' advisors are assigned to each section to deal with their academic and personal problems. The students' welfare committees such as Internal Complaints Committee, Anti-Ragging Committee, Committee for students from north-east India and Enabling Unit of college proactively help in resolving students' concerns.

Day Care Centre: IHE nursery school–Aarambh, provides day-care for the children of the staff and community. The school offers services like preschool centre, day care, after-school care, guidance and counselling and workshops for the parents.

Common Room: The students have been provided with a large spacious common room earmarked for their unfettered use. A sanitary napkin dispenser is installed in the room for the convenience of the students. The common room is a dynamic space for students to intermingle, hold discussions, practise and have interactive sessions.

Curricula: As an inherent part of the curriculum, courses to help students build an understanding of gender issues in society, gender concerns in family, education, work and society are included. Some of these are: Gender, Media and Society; Understanding Gender in Contemporary India; Gender and Social justice; Child Rights and Gender Justice; Gender and Schooling.

Awareness through workshops and seminars: Seminars, workshops, talks and webinars are organised for the students and the staff members on a regular basis. In the last five years more than 40 such events have been organised on diverse topics such as domestic violence, self and sexuality, body image acceptance, career guidance and mentoring, laws for women, menstrual hygiene etc.

Students' Council: The student council is elected in a democratic manner. The various posts include college president, vice-president, secretary, treasurer, and heads of various students' societies such as theatre society, fashion society, literary and debating society, music society, and so on. They participate in decision-making for students' welfare, organising various events, and also representing the college at various fora.

Additional Facilities at Campus: In order to provide a safe, secure and conducive learning environment, the college has facilities like a common room, canteen, and open-air amphitheater where students can

relax, practice and plan their academic and non-academic ideas collaboratively. The college has an adequately equipped medical room with one bed and a full-time nurse. The room has all the basic primary first aid facilities to check blood pressure, oxygen saturation and blood glucose along with facilities for minor ailment management e.g. fever, or minor injury. Regular health camps are organised in the college by trained medical professionals.

Smoke-free sanitary pad incinerators in two washrooms have been installed.

File Description	Document
Link for annual gender sensitization action plan	<u>View Document</u>
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<u>View Document</u>

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	<u>View Document</u>
Any other relevant information	<u>View Document</u>
Any other relevant information	<u>View Document</u>

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The college has the following facilities for the management of waste.

Solid Waste Management

As part of the project SORT, Aerobins have been installed in collaboration with the Indian Pollution Control Association (IPCA). Student volunteers have been assigned to enforce waste segregation into organic, paper and plastic waste at the source. The organic waste is collected and converted into organic manure using Aerobins.

Vermicomposting: The garden waste (all the dried leaves of the plant) generated is converted into nutrient-rich compost using earthworms.

Reducing Plastic: The college has limited the use of plastic in the preparation of assignments and file work. The college has also banned the sale of plastic packed items in the canteen such as drinking water and disposable plates; cutlery made of plastic is replaced by that of paper. Students are encouraged to bring their own containers for taking food from the canteen. Strikes against the use of plastic are conducted once a month to keep a check on plastic waste in college premises.

Capacity-building training session on Sustainable Waste Management Practices: 'My 10 Kg Plastic Waste' campaign was organised despite the challenges caused by the COVID-19 pandemic. Participating students and faculty members are given appreciation certificates once they contribute to the segregation of waste and hand over their 10 Kg plastic waste generated in their homes.

More than 200 students participated in the **tide turner event** and took a pledge to participate in a multilevel challenge wherein they undertake different activities and get a Tide Turner Champion certificate.

Vertical Gardening: A workshop and demonstration on vertical landscaping in association with 'Tears of Earth' (TOE) NGO was conducted and students collectively constructed vertical gardens by using plastic bottles, cutters, and ropes.

Swachhta Sarthi Fellowship: Environment committee volunteers participated in the *Swacchta Sarthi* Fellowship scheme of the office of Principal Scientific Advisor to the Government of India under its 'Waste to Wealth Mission' for making some innovative and useful products using waste materials.

Paper Recycling Unit: The installation of paper recycling unit in collaboration with the Eco- club 'Prakritik' has helped in converting paper waste into recycled paper products such as diaries, notepads, pen stands etc.

Liquid Waste Management: The wastewater from ROs installed in different labs is collected in tubs/buckets, and is reused for various purposes like cleaning & mopping floors, and using it in air coolers.

Bio-Medical Waste Management: The college signed a contract with Biotic Waste Solutions from 2016 to 2019 to dispose of hazardous waste. Department used color-coded plastic bags for the segregation of waste. Solid culture media, liquid culture media and agarose gels with carcinogenic dyes were autoclaved in autoclavable plastic bags and handed over to the vendor. Gels with carcinogenic dyes were also exposed

to sunlight. Broken glassware, syringes, metal, paper, and needles were segregated properly.

E-Waste Management: For the collection of e-waste like CFL, tube light, printer cartridges, broken thermometers, batteries, button cells black bins are used. Registration for e-waste is done through a government-owned PSU called Metal Scrap Trade Corporation Ltd. (MSTC).

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Details of the Software procured for providing the assistance	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The Equal Opportunity Cell and Enabling Unit of the college advocates and stands for the complete inclusion of learners with diversities. The following steps were taken up to ensure an inclusive environment in the college:

- **Periodical Meetings**: In order to address the concerns and to update them with developments and circulars relevant to them, Enabling Unit (EU) and Equal opportunity Cell (EOC) holds regular meetings with students with disabilities, students who express learning challenges, and their teachers.
- **Facilities in Library** – Library staff are sensitised in order to ensure that students with disabilities do not face any challenges in accessing the library. Library staff members assist students with disabilities in searching for books and other reading materials. An accessible reading corner is set up for students on wheelchairs.
- **Fee-waiver Programme** - As per university guidelines students belonging to the PwD category get benefits of fee-waiver programme. Depending on the requests put forward, few economically under-privileged students receive fee-waiver for which the faculty and staff members contribute voluntarily or arrange from donors from organisations such as the rotary club.
- **Laptops and Computer Facilities** – Laptops have been assigned to the Enabling Unit. The college provides laptops to students with disabilities within the prescribed university guidelines. Computer staff assists students in case of any impediments faced by them.
- Welfare schemes – The members of Enabling Unit and Equal Opportunity Cell regularly update students about different kinds of national, state and NGO-sponsored scholarships, welfare schemes, and norms. The faculty also provides assistance to complete the process.
- **Placement Assistance** – Students with disabilities are given special assistance in getting connected to firms and institutions promoting and following inclusive practices. Students are informed of relevant job openings and are also provided assistance in the application process.
- **Sensitisation and Awareness Programmes**: Regular sensitisation and awareness programmes are organised for faculty members, staff members and students to build and promote an inclusive environment. The workshop 'Technology as an enabler was organised in collaboration with the SCORE Foundation. It discussed the theoretical aspects as well as practical steps to augment

inclusion through technology. International White Cane Safety Day was celebrated to sensitise the students, teaching and non-teaching staff of the institute about visual impairment and lives of individuals with disabilities.

- **Curricular and pedagogic accommodations**: As per the needs and requirements of the students Enabling Unit members connect with concerned teachers and deliberate on possible ways to tailor the curriculum accordingly.
- **Examination Support**: As per the university guidelines, students with disabilities are given requisite support, extra time and if needed, exemptions during examinations. Coordination with examination superintendent and invigilators is ensured to provide hassle-free examination experiences for students with disabilities.

File Description	Document
Link for any other relevant information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

IHE believes in the rights, duties, and values enshrined in our constitution and constantly strives to build the same among students and staff. Vigilance week is celebrated every year that coincides with the birthday of Sardar Vallabhbhai Patel, who is known to be a man of high integrity. In pursuit of the vision of the Government of India, the Central Vigilance Commission, as the apex integrity institution of the country, endeavors to promote integrity, transparency and accountability in public life. IHE celebrates Vigilance week in the month of November where all stakeholders take a pledge to maintain honesty in all their actions and against corruption.

National consumer day is observed every year to spread awareness on consumer importance, their rights, and responsibilities. "Sustainable Consumer" was planned to be the theme for the year 2020. The event was observed on 24 December 2020 wherein, volunteers were asked to explain the theme in about 1 – 2 minutes in an audio-visual format.

During the lockdown period, various webinars, workshops and competitions were organised to sensitise the students about universal ethical values of justice, equality, love, care, and respect for all, irrespective of caste, class or gender. The college celebrates commemorative days such as Senior Citizen Day, and Woman's Day to promote respect and sensitivity towards women and elders.

The National Pollution Day, Swachhta Abhiyan, and Pledge for Green Diwali were instrumental in sensitising the students towards environmental issues. Vaccine Utsav, 'How to wear the mask', and Cancer awareness week enabled the students to reach out to the community.

Since April 2021, the college has been participating with enthusiasm in celebrating the '*Azadi Ka Amrit Mahotsav*'. On the occasion of Independence day 2021, the college organised a kite flying competition for staff members. The students recorded the national anthem and patriotic songs in five national languages. Throughout the year, the feelings of national pride and belongingness to our culture were encouraged by organising various events like visit to the monuments, celebration of Kargil Diwas, observance of Constitution day and mother language day, and so on. Students interacted with elders of the community and learnt about their memories of Independence. They also recorded conversations their vision of the future India under the aegis of "*Desh ki Baat, Buzurgon ke saath*".

The World Health Week was celebrated at IHE with sessions on needs and modalities involved in organ donation held by National Organ and Tissue Transplant Organisation (NOTTO). These sessions motivated youth to save lives and informed them how they can contribute to saving lives even after their death. The students and staff members took pledge towards the cause of donating organs and tissues.

A workshop on CPR and first aid was organised to equip young girls with life-saving skills.*Poshan mah* was celebrated over a month and included activities like slogan writing competition, quiz competition, photography competition, and webinars on topics related to health and nutrition

File Description	Document
Link for any other relevant information	View Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

IHE celebrates national and international commemorative days and events that are related to significant national themes. The celebration of days of national and international significance helps the youth to become aware of the contributions of eminent personalities in different fields, understand their rights and responsibilities, and develop sensitivity toward social and environmental concerns.

Some of the commemorative days and festivals that we celebrate every year include:

National Pride: IHE takes pride in celebrating days that help the young women to recognise the contributions of our freedom fighters and leaders in India's Independence and also nation-building post-Independence. Independence Day is celebrated every year by organising various activities like essay competitions, debates, kite flying etc. one week prior to 15 August. On 15th August, faculty members gather in college to hoist the national flag. Guests are invited from the armed forces and distinguished fields and celebrations are planned with patriotic songs, national anthem, and the award ceremony.

Similarly, Kargil Diwas, the 125th Birth Anniversary of Netaji Subhash Chandra Bose, Constitution Day, and Republic day were celebrated by organising quiz competitions, poster-making competitions, candle lighting etc. to make a tribute to our National heroes. IHE is participating in the celebration of *Azadi Ka Amrit Mahotsav* with *joie de vivre* by organising webinars, cycle rally, and such activities.

Health and Wellbeing: Health and well-being of all citizens are the core of any nation's progress. IHE lays emphasis on creating awareness about health-related concerns by organising various events like Cancer Awareness Week, World AIDS day, Vaccine Utsav, Suicide Prevention Day, *Poshan Maah*, Yoga Day, Mental Health Awareness week etc.

A webinar was organised on suicide prevention day where Jaya Khanna discussed mental health issues such as depression and anxiety among youth. The students had the opportunity to discuss their own personal issues in the question answer session with the speaker. After the session, some students mentioned that they felt more capable of facing and dealing with their problems after this interaction. Most celebrations are not limited to IHE students and staff and are extended to the larger community members.

Environmental concerns: IHE is extremely conscious and devoted to the cause of creating awareness and encouraging action against environmental degradation in all possible ways. Along with the various green

and sustainable practices at the campus, IHE celebrates special days related to the environment like World Environment Day, World Tiger Day, World Conservation Day, Earth day, Water Day etc. Students participate in plantation drives, strikes against plastic, and waste management to mark their contribution to the environment.

Social and Citizenship Awareness: As a Higher Education Institution, the college is committed to make the youth aware of their rights and duties as citizens. We celebrate World Human Rights Day, Anti-Corruption Day, World Corruption Day, World Consumer Day, Senior Citizen Day, etc. by organising webinars and competitions around these themes in the college.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Geotagged photographs of some of the events	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice 1

Title

Environmental Consciousness and Sustainability

Objectives of the Practice:

The primary idea of environmental consciousness and sustainability at IHE is to better comprehend the global environment and how human actions affect it. Our endeavors can be underpinned by three strategies. First, the college is dedicated to providing students with interdisciplinary education. This commitment is premised on the idea that understanding environmental challenges is based on familiarity with divergent perspectives and the synthesis of the natural sciences, social sciences, and humanities.

Second, environmental and sustainability concerns can be dealt with through research that crosses disciplinary boundaries and practical field-based education that connects classrooms and communities.

Third, we attempt to generate, transmit and disseminate knowledge on resource management, air quality, and public health with the community.

The Context

IHE is committed to the cause of building environmental consciousness among students, staff, and community members and adopting green practices at the campus, generating and disseminating knowledge on the environment. The college is situated in an urban area of Delhi. Our collective lives are impacted by the local, national and global contexts. Building a campus that has zero plastic use, produces minimal waste, disposes/converts of its solid, liquid, and biomedical waste responsibly conserves energy, lowers consumption, protects biodiversity, and practices self-sustainability in areas of water and cleanliness is challenging due to environmental degradation, traffic, industrial infrastructure, pollution levels, and the city's dense urban population. Thus following activities are put in practice:

The Practices

Some of the initiatives are:

- **Composting:** Under the initiative SORT, the college has accomplished its goal of transforming all food waste from the canteen and laboratories into nutrient-rich organic manure through composting (Segregation of Organic-Waste for Recycling and Treatment). Aerobins have been built on the college campus in conjunction with IPCA, and roughly 100 kg of organic compost has been harvested, allowing the college to be self-sufficient in terms of its compost needs.
- **Tobacco and alcohol free zone:** The college has guaranteed that its campus and neighbouring areas are alcohol and tobacco-free zones. The college also regularly organises awareness campaigns towards this purpose.
- **Reduction of plastic waste:** As part of an endeavour to make the college campus a zero-plastic zone, the use of plastics has been significantly decreased.
- **Water Conservation Initiatives:** The college has a team of gardeners who, with the assistance of faculty members and students, have led plantation campaigns in and outside the campus. Faculty members and students participated in a nation-wide effort called "*Nadi ko Jano*" organised by the Research for Resurgence Foundation (RFRF) to collect real-time data on the rivers of India through crowdsourcing. This programme helped educate students about the significance of our local water bodies and rivers and how to manage these water sources sustainably.Tap and flush leaks are reduced by executing timely repairs and educating students and staff about water conservation.
- **Water harvesting system:** In 2013, the college installed a system for the collection of rainwater. The system's capacity is 2,000 KL. The harvested rainwater is used for campus landscaping and maintenance. In addition to conserving water, the system encourages college students to conserve water and limit its waste.
- **Vermicomposting:** Vermicompost is produced by using pit and bin methods and is used for maintaining nurseries and herbal garden at the campus.
- **Provision of solar lights:** In order to reduce its carbon footprint and become more ecologically conscious, the college has installed 22 solar lights on its campus as a sustainable alternative to standard street lights. It has done it in liason with Innovative Power Solutions.The college is in the process of installing solar panels to meet its energy requirements.
- **Paper recycling unit:** The college has collaborated with Technology and Action for Rural Advancement to establish a paper recycling unit (TARA). The college collects waste paper and converts it into recycled paper, transforming some into creative folders etc.
- **Field Trips:** Each year, students participate in field trips to biodiversity parks, gardens, nurseries, and waste management facilities to learn about sustainable and eco-friendly techniques that can be incorporated into daily life.

- **Increase in green cover:** The college has greatly improved its green cover by increasing the quantity of potted plants, constructing a herb garden, and establishing its own seed bank. On campus, there are over 100 plant species, including 16 types of medicinal herbs. The college maintains three small nurseries in which saplings are grown for use in tree-plantation campaigns.
- **Research:** The college supports and encourages research projects that identify needs, raise awareness, and provide design interventions for sustainable water conservation, sustainable dyeing and printing techniques, organic food practices and contribute to public health and nutrition. A few illustrative examples are:

(i) Recycling Floral waste from temples by using different techniques of Eco- printing on cotton fabric

(ii) Mapping the vulnerability of women in India to climate change at the sub-national scale

(iii) Fabrication of fabrics using pre-consumer textile waste using water soluble

films; to optimise the process for application of pomegranate peel using papaya peel dye on cotton fabric

(iv) Silk caravan: From trash to trend

(v) Long-term health impacts after SAM in children and adults: A cohort of children has been followed longitudinally to investigate whether malnutrition at any age affects endocrine and exocrine pancreatic size, structure and function later in life.

(vi) Analysis of nutrition labels of commonly consumed processed foods and development of mobile application to track their intake: The mobile application named "ProfoodIN" was developed to allow the users to track the contribution of processed foods to their daily nutrient intake. The users could also enter their anthropometry data to get their BMI and WHtR data.

(vii) Development of biodegradable packaging film using green banana peel flour

(viii) Policy analysis, stakeholder mapping, and consumer behavior regarding food labeling

(iv) Effect of oral cinnamon intervention on metabolic profile and body composition of Asian Indians with metabolic syndrome: a randomised double-blind control trial: The study found that the use of cinnamon had a significant decrease in fasting blood glucose, glycosylated hemoglobin, waist circumference and body mass index and an improvement in waist-hip ratio, blood pressure, serum total cholesterol, low-density lipoprotein cholesterol, serum triglycerides, and high-density lipoprotein cholesterol of the participants.

Capacity building for a sustainable way of life: The college takes pride in building awareness among students and encouraging them to embrace a sustainable way of life. We adhere to a pedagogy that emphasises action in our environmental education courses. The students engage in field-based project work, run awareness campaigns, and evaluate and reflect on their environmental contributions. For example, the course, Pedagogy of Environmental Studies, includes themes of water, air, food, family and friends (plants and animals) etc. Through community narratives, newspaper articles, videos and infographics awareness about depletion and scarcity of natural resources is raised. The student interns work with government schools in the neighbouring communities and encourage communities to take small and big steps in their daily lives. In most MCD schools, a vegetable garden and a compost pit are created and

sustained over the years. As part of the course 'Resources and Sustainable Development', the students conducted a survey to determine the sustainable practices regarding the use of resources in few Delhi residential areas. Information was gathered with an emphasis on various domains, including plastic footprint calculation, trash management, electricity management, and water management. The household water's potability, turbidity, hardness, etc. were also analysed by water testing. Results were shared with the community.

Community extension initiatives: Through multiple platforms such as the environment committee, the National Service Scheme (NSS), and student societies, our students engage in raising awareness and trying to address the local concerns of the community. They organised plantation drives, strikes against plastic, *nukkad nataks*, and visits to a birds' hospital. The students' society Enactus has established project *Lehar* which provides sustainable ways to prevent water depletion. The students created eco-soaps with minimum levels of phosphate and nitrates, hence decreasing eutrophication and lather accumulation in water bodies. Under the '*Swachh Bharat Abhiyan*' initiative, NSS volunteers undertook cleanliness and tree-planting campaigns in the local community parks. Students pledged to adopt a plant and care for it.

Air quality monitors are placed and utilised to monitor campus air quality.

The faculty reaches out to the community through lectures and workshops on issues concerning the environment such as The complexity of common challenges of SARS-CoV-2 transmission in the indoor environment at public facilities, Sick Building Syndrome and its Management, Indoor Air Quality in Schools, Indoor Air Quality in Commercial Buildings, Clean air in Hotels- The New Luxury in Today's World, Review of Resource Material on Organic Farming, Traditional Indigenous Practices followed for Conservation of Natural Resources by Schedule Tribes of India, Development of Resource Material for the Management of Man-made and Natural Disasters which are conducted in collaboration with prestigious organisations like NCERT, SIE and NEERI and ISHRAE.

Evidence of Achievement

More than 80 species of plants and 16 medicinal plants, including *giloy, elaichi, moringa, aijwain, ashwgandha*, and *neem*. Three small nurseries are maintained to provide plants to the college gardens and surrounding communities. The plants are protected by organic treatments, and their nutritional needs are fulfilled by using vermicompost produced at our facility. IHE has built its own seed bank and introduced vegetable gardening for seasonal vegetable production. Each year, the waste management procedures are implemented and improved.

We have garnered accolades for our eco-friendly initiatives. These include certificates of recognition for completing the Tide Turner Challenge, participation in waste management activities under project SORT, and implementation of the Swachhta Action Plan.

Problems faced and required resources

The college has initiated the process of installing its own solar panels, but it will not be viable until the ongoing building repairs are completed.

The college intends to establish a sustainability center that will strengthen green practices on campus, and

in nearby communities and schools. We also intend to develop a collection and composting center where neighbouring communities can recycle waste.

Best Practice 2

Title: Community Engagement and Outreach Initiatives

Objective

IHE believes that the fundamental purpose of education is not only to contribute to the learning of students but also their development as compassionate, socially responsible citizens. With this goal, college units such as NSS, environment, and the enabling unit endeavour to expand their community-oriented activities.

The context

Through its community outreach activities, the college has consistently attempted to comprehend and interact with issues of regional and national significance. Students and faculty members have engaged with the community on diverse issues pertaining to health and nutrition, quality and equity in education, contributions towards the environment, and women's empowerment. IHE believes in empowering young women to become independent, healthy, and ecologically responsible.

The Practices

Nutrition and health education: As part of their social responsibility, food and nutrition and food technology students regularly engage in community outreach events to inform community members how to improve their nutritional status and develop healthy lifestyles. As part of Public Health Nutrition, sessions are conducted for ICDS programme beneficiaries (adolescent girls, pregnant women, nursing mothers, and other women) in the neighbouring colonies of *Neb Sarai, Lado Sarai, Kotla Mubarakpur, Munirka*, and *Shahpur Jat* using a combination of traditional and modern media. Efforts were undertaken to reach out to the community virtually throughout the COVID-19 pandemic, particularly during the *POSHAN Maah* and *POSHAN Pakhwada*. Session topics included reading food labels, food safety, menstrual hygiene, anaemia, importance of millets, gut health, obesity, therapeutic nutrition for Polycystic Ovarian Syndrome, healthy eating and lifestyle, care and nutrition during pregnancy and lactation, and nutrition and care practises for infants. Sessions were conducted for beneficiaries of the ICDS programme as well as members of Resident Welfare Associations, NGOs, and school/college students.

In addition, students participate annually in an "Intergenerational Mela" conducted by the National Institute of Social Defence, Ministry of Social Justice and Empowerment, Government of India, and *Anugraha* Regional Resource and Training Centre. The students set up a booth with healthy food alternatives for guests of all ages. They also conducted nutritional assessments, and counselled the elderly about their diet and lifestyle practices and choices.

'**Each One Enable One'** programme

Through the 'Each One Enable One' programme, the Home Science students have been involved in imparting functional literacy to 15-35 year old women. The program's intended beneficiaries are disadvantaged women who have never had the opportunity to attend school. The literacy primers created by the Literacy Resource Centre at Jamia Millia Islamia are deployed. The Development Communication, Extension, and Journalism faculty support the teaching-learning process. In addition to functional literacy, women receive needs-based skill training to improve the quality of their personal and professional lives and, in many circumstances, to increase their income-earning potential. During the pandemic, this endeavour focused on digital literacy.

Digital literacy Training Programme

Research indicates that women and the poor are the last to benefit from welfare schemes that are based on digital access and use. From the last two years the college's literacy programme has been modified to focus on imparting digital literacy skills to women, particularly from the disadvantaged sections. About 144 women were trained in 2021-22. The programme follows a needs assessment, choice of relevant apps, training and instruction using 50 hours digital literacy module (Ministry of Women and Child Development, GOI), assessment using test module, and effectiveness measured using pre-test/post-test. The programme has proven to be effective in imparting skills to women.

Other interventions: Enactus is working on two significant projects: Project *Lehar* and Project *Ahar*. The project *Lehar* seeks to provide a long-term solution for diminishing water levels. The Project *Ahar* intends to tackle malnutrition by producing nutritious beverages from whey, a byproduct of commonly consumed foods such as paneer, cheese, etc. The project raises community and future consumer awareness of the importance of nutrition, resulting in positive social, environmental, and economic outcomes.

The *Aarambh* day care centre serves not just the children of faculty and staff, but also those from neighbouring communities.

As part of their internship, Elementary Education students build resource centres in MCD schools for use by teachers and students, interact with primary school children using craft and theatre activities, transact curriculum using teaching-learning materials.

Dissemination: The college has developed films on social issues and has a dedicated YouTube channel to host these. Few of these are:

 (i) Each One, Enable One:

This film documents the experiences of women who were ICT trained by their daughters studying at IHE, thus focusing on transgenerational transfer of skills.

URL: https://www.youtube.com/watch?v=5tZz4nCI3Cs

(ii) *Badhte Kadam*

The short film focuses onabout gender discrimination.

URL: https://www.youtube.com/watch?v=sxgnA-5YLtU

(iii)Red Foot Prints: This short film is about gender equality.

URL: https://www.youtube.com/watch?v=oHo_avvHqrc

A detailed list of community extension and outreach activities is available on the college website.

Evidence of Success

The digital literacy programme (Each one, Skills one) was well-received among the women in communities. It taught mothers how to utilise Google Meet for their children's online classes, in addition to teaching the usage of smartphones, applications, the internet, etc. The pre- and post-tests yielded significant achievement gains.

The resource rooms created as part of El.Ed. internships at MCD schools helped develop the school(s) as a learning environment. Teachers became more receptive to constructivist and activity-based education after seeing the interns' courses and discovering that the materials were ready to use. A research study funded by ICSSR culminated in 2017 includes narratives and measure of the student and teacher's gains.

Our students' and faculty's research initiatives on sustainable methods such as garbage recycling, reusing fabric, empowering employees, and monitoring the nutritional status of individuals have generated awareness and demonstrated results. FSSAI has funded a nationwide research initiative to examine the efficacy of vitamin A and D ingestion, i.e. milk and oil.

During the COVID-19 pandemic, the college conducted immunisation awareness campaigns, mask distribution, and food distribution to aid disadvantaged segments of society. People who learned to make masks using household materials said that they could not have afforded the high-priced masks offered in the market. Participants in the nutrition and health education initiative provided informal feedback, that indicates that they have adhered to the messages given, such as reading labels, consuming probiotic food, learning more about rich sources of various nutrients and improving their home practices. The attentiveness and participation of the participants during the sessions demonstrated their genuine interest in the sessions. Quant measurements of community outreach is difficult to capture due to its intangible nature.

Problems encountered and resources required

The most prevalent difficulty in administering a community outreach programme is the unpredictability of participation. Participants in our literacy programmes are from the lower strata of society, and it is extremely difficult to inspire them to attend lessons since they are preoccupied with issues linked to their means of subsistence. Other obstacles that the college attempts to overcome by pursuing the community and employing alternative methods. This includes liaison at different levels, approaching already existing NGOs, rapport building, motivational interactions and interesting session plans.

File Description	Document
Link for Best practices in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The college takes pride in the robust and rigorous research in multidisciplinary and interdisciplinary areas. The college conducts research to address topics of significance to academia, business, and society. Climate change, poverty, women's reproductive health, the treatment of non-communicable illnesses, child nutrition, adolescent health, geriatric nutrition, and curriculum and pedagogy are some of the research areas the college focused on. Multiple epistemologies and approaches are used to analyse problems and in providing fresh perspectives with policy and practical consequences. The college interacts with other research centres to create knowledge for broad application and to promote social transformation. It uses the power of media, mostly social media, to promote societal awareness by bringing attention to fake studies, pseudo research and plagiarism.

Publications- The faculty members have published their writings as articles in indexed journals, book chapters, and books with eminent publishing houses. Some of these journals have a high impact factor on the UGC care list, Scopus, and web of science. Some of these journals are: BMJ (impact factor 94, JCR) , The Lancet Diabetes and Endocrinology (impact factor 45, JCR), Molecular Oncology (impact factor 7.45, JCR) Nutrition Reviews, Molecular oncology, The Lancet Diabetes and endocrinology, Journal of cellular biochemistry, Lipids in health and disease, Clinical Chimica Acta, Gene, Health technology assessment, Tumour biology, Health policy planning, Journal of Indian Education, Contemporary Education Dialogue, Voices of Teachers and Teacher Educators, etc.

In addition, IHE faculty has a number of books and book chapters to their credit with publishers such as Springer and Tata Mcgraw Hill. . The faculty has also developed e-content for various courses with organisations like Swayam, Central Institute of Educational Technology (CIET), National Institute of Science Communication and Policy Research (CSIR- NISCAIR) and Institute of LifeLong Learning (ILLL)

Research Projects - The faculty members are engaged in research projects in collaboration with national and international organisations. The research focus leans towards action research in the community, with social and policy implications. In the last five years, grants worth Rs. 916.56 lakh has been received from various government and non-government organisations for 21 research projects and 2 research grants in last five years.

The grant has been received by funding agencies like UKERI, Wellcome Trust-DBT Alliance, Indian Council of Medical Research, Department of Biotechnology and World Health Organisation. Delhi Commission for Protection of Child Right (DCPCR), Indian Council of Social Science Research (ICSSR), the Ministry of Environment, Forest and Climate Change, Indian Council of Medical Research, Department of Biotechnology and World Health Organization. Examples of some of the prestigious research projects are:

- Prevalence of Vitamin D deficiency and its association with bone and muscle health among elderly living in Urban slums of Delhi
- Addressing critical failures of Infant and Young Child Nutrition (IYCN) in South Asia: IYCN challenges faced by working women in urban areas
- Gendered analysis of vulnerability and adaptation strategies to climate change in women

Doctoral Researches: A total of 31 PhDs have been registered with different faculty members in the last five years. Research is aslo being conducted in collaboration with organisations like AIIMS, IITs and NCERT.

Masters' Dissertations and Undergraduate Internships: 102 Master dissertations have been completed with the Food and Nutrition faculty and 69 with Fabric and Apparel Sciences. In addition, undergraduate students also take research projects in the field as part of their internship. For instance, all.El.Ed. students undertake two research projects in the final year of the program as part of their curriculum.

There is a robust research culture at the college where even the undergraduate students undertake theory and practical work related to research. For instance, the courses in 'Research methodology in home science' and 'Projects' helps in fostering and stimulating research among the students.

Institutional Ethics Committee - The college boasts of a research ethics committee with eminent members including the former head of ICMR. The committee closely monitors and guides the research at college and ensures the maintenance of research ethics, rigor and social sensitivity in accordance with the Indian Council of Medical Research guidelines. A total of 39 workshops and seminars were conducted on topics related to Research Methodology, Intellectual property rights, Entrepreneurship, Ethics in Research and Plagiarism. Some of these are: (i) IPR: Its significance, genesis and compliance.

(ii) Information literacy: Knowing the rights in a new digital era

(iii) Research road map and scientific writing

DST-FIST grant and Star College scheme: Under the DST - FIST grant of Rs 110 lakhs, scientific and presentation equipment, computers and books have been purchased for use by the students. A central laboratory is proposed to be established for external users/ Start-ups/ MSMEs etc. MOU was signed between the Department of Microbiology with National College of Immunology for research collaboration.

The Star College Scheme was launched by the DBT to improve the physical infrastructure and academic excellence in colleges at the undergraduate level.

The college became part of the scheme in 2017 with the following major objectives and tried to accomplish them through a plethora of activities largely at the undergraduate level.

- To augment the curriculum with add-on practical sessions in the respective areas so as to equip students with the latest procedures and techniques.
- To inculcate critical thinking with high academic & professional standards for intellectual & professional development.
- To inculcate scientific temperament and research culture for the holistic development of the students.
- To create an interface between academics, research institutes, and industries for one-to-one interaction among the experts, faculty and students.
- To augment/enhance the knowledge of faculty members and the lab staff through training programs.
- To have better infrastructure and lab facilities with the latest equipment for effective practical demonstrations, teaching-learning process & research.

A number of activities are planned under the 'Star College Scheme' with an objective to instill the research temperament among undergraduate students. These activities include organising talks by eminent scientists, and academicians, conducting short-term workshops, training sessions for students and staff, arranging faculty development programs & interactions with the alumni, visits to industries, research institutes, and community outreach programs.

File Description	Document
Link for any other relevant information	View Document
Link for appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college has applied for NIRF Ranking. The process was delayed in the wake of the COVID Pandemic.

Following the pandemic, we are in the process of completing our pending tasks such as infrastructure improvement, finalisation of the roster. Approvals of the University are awaited for advertisement of teaching posts.

Concluding Remarks :

The exercise of filling up the SSR has been a revelation. It helped us examine and reflect on our curricula, teaching learning processes, research, infrastructure and teaching-learning facilties, governance and best practices. It also generated a sense of pride in our institutional strengths. The weaknesses and challenges were mapped and are, in essence, opportunities for improvement. The scholarships available to students need to be improved, the alumni association to be formalised and funds made available from philanthropers.
In submitting this SSR, we look forward to comments and suggestions. We hope this exercise leads to newer pathways of growth, charting new trajectories and exploring new academic and non academic territories.
We look forward to the Peer team visit.