



Gargi College

University of Delhi

ACCREDITED BY NAAC with 'A' Grade

CGPA OF 3.3 ON A 4-Point scale

The Annual Quality Assurance Report

(AQAR)

2016-2017

Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P.O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore- 560072 India

Contents

PART – A	Page No.
1. Details of the institution	1
2. IQAC Composition and Activities	4
PART - B	
Criterion – I : Curricular Aspects	10
Criterion – II : Teaching, Learning and Evaluation	12
Criterion – III : Research, Consultancy and Extension	21
Criterion – IV : Infrastructure and Learning Resources	27
Criterion – V : Student Support and Progression	30
Criterion – VI : Governance, Leadership and Management	35
Criterion – VII : Innovations and Best Practices	42
Plans of Institution for next year	47

The Annual Quality Assurance Report (AQAR)

Part – A

AQAR for the year

2016 - 17

1. Details of the Institution

1.1. Name of the Institution

Gargi College

1.2. Address Line 1

Siri Fort Road

Address Line 2

City/Town

New Delhi

State

Delhi

Pin Code

110 049

Institution e-mail address

gargicollege7@gmail.com

Contact Nos.

011-26494544

Name of the Head
of the Institution:

Dr. Promila Kumar

Tel. No. with STD Code:

011-26491490

Mobile:

+919810714139

Name of the IQAC Co-ordinator:

Ms. Sailaja Modem

Mobile:

+919810550881

IQAC e-mail address:

gargi.iqac@gmail.com

1.3 NAAC Track ID

DLCOGN23212

OR

1.4 NAAC Executive Committee No. & Date:

EC (SC)/12/A&A/21.1 dated 19-02-2016

1.5 Website address:

www.gargi.du.ac.in

Web-link of the AQAR :

<http://www.gargi.du.ac.in/index.php?page=naac-iqac>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A	3.3	2016	5 years
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC:

22/01/2016

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC

N.A.

AQAR _____ (DD/MM/YYYY)

AQAR _____ (DD/MM/YYYY)

AQAR _____ (DD/MM/YYYY)

AQAR _____ (DD/MM/YYYY)

1.9 Institutional Status

University: State Central Deemed Private

Affiliated College: Yes No

Constituent College: Yes No

Autonomous college of UGC: Yes No

Regulatory Agency approved Institution: Yes * No

(eg. AICTE, BCI, MCI, PCI, NCI)

* NCTE for B. El. Ed.

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status: Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.10 Type of Faculty/Programme:

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

Bachelor of Elementary Education (B.EL.ED)

1.11 Name of the Affiliating University (for the Colleges)

University of Delhi

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc.

Autonomy by State/Central Govt. / University

University with Potential for Excellence UGC-CPE

DST Star Scheme UGC-CE

UGC-Special Assistance Programme DST-FIST

UGC-Innovative PG programmes Any other (*Specify*)

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers

2.2 No. of Administrative/Technical staff

2.3 No. of students

2.4 No. of Management representatives

2.5 No. of Alumni

2.6 No. of any other stakeholder and community representatives

2.7 No. of Employers/ Industrialists

2.8 No. of other External Experts

2.9 Total No. of members

2.10 No. of IQAC meetings held

2.11 No. of meetings with various stakeholders: Faculty

Non-Teaching Staff Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total No. International National

State Institution Level

ii) Themes

Themes include environment, skill-enhancement, gender sensitization, marginalization, disability, gender and sexuality, linguistic marginalization, social exclusion, art, physics and philosophy, physics and society, spirituality, resilience, recent advances in various disciplines, career guidance and opportunities, issues of denotified tribals labelled as criminal tribes, traditional street performers, biotechnology, biodiversity, ayurveda, advanced experimental techniques, humour as a source of happiness and resilience, resilience in army, mental and physical health, research in social sciences, career in clinical psychology, stress management, training of science teachers in schools, training of laboratory staff, organic synthesis, air pollution, urban environment, lab safety, relevance of research, demonetization, monetary policy, Bakhtin Circle, creative writing, graphic representations, translation practices, book reading practices.

2.14 Significant Activities and contributions made by IQAC

Major contribution of IQAC as arrived at by the peer team was to identify the strengths of the practices prevailing in the institution and bring more efficient ways of working and maintaining data for sharing and quick retrieval for stakeholders. As a result, current institutional culture of autonomy of departments was reiterated along with streamlining of the activities of associations with respect to

conferences/seminars/workshops/talks. Teacher-student collaboration, mentoring practices were retained and strengthened. Monitoring of student progress through classroom observation, interaction and result analysis was continued. Facilitated departments to maintain data related to above mentioned aspects and strategise after deliberation. Reiterated to continue institutional focus on undergraduate research, one of the best practices for past few years, and maintained database of the student participation. Enabling the activities of departments, streamlining the work of committees, emphasizing work in cross-cutting areas like environment, women's issues, skill enhancement, outreach /extension activities formed the crux of the major contributions of IQAC. Some progress was achieved with the cooperation of corresponding societies, departments and support staff. Promotion of traditional art forms to highlight cultural diversity sustained. Meetings with departments and encouraging them to do SWOC analysis of their work and set achievable, incremental targets resulted in developing strategies for achieving them partially. Individual members of the IQAC team are allocated specific roles to pursue progress with departments and societies and report back to the core team to analyse and revise strategies for improvement of quality. This formed the basis for identifying progress achieved and outlining work for the following year.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
<p style="text-align: center;"><i>Conferences/ Seminars</i></p> <ul style="list-style-type: none"> * Inter-disciplinary conference by Department of Psychology and Physical Education * Inter-disciplinary seminar – Collaboration of Marketing Society, Department of Mathematics and Department of Economics * Two-day National Conference Department of Chemistry * National Seminar – Department of English 	<p style="text-align: center;"><i>Organized as planned by the departments.</i></p> <ul style="list-style-type: none"> * ‘Mental Health and Lifestyle’. 21st October, 2016 * “Impact of Advertising on Marketing: A Paradigm Shift’. 30th Sept., 2016. * ‘Combating Industrial Pollution for Sustainable Environment – A Fusion of Industrial and Scientific Efforts’ – 180 teachers & 350 students attended from DU colleges. 22nd and 23rd Sept., 2016. * ‘Commemorations, Legacies, Afterlives: Four Hundred Years of Shakespeare and Cervantes’. Jan 17-19, 2017.
<p>Thrust on environment-friendly campus and environment-conscious practices.</p>	<p>Eco-club and NSS organised eco-friendly activities. Three rain water harvesting structures were built. January 2017.</p>

Plan of Action	Achievements
Lecture series 'Physics and Society' by Physics Department	Lectures by eminent scholars <i>Topics</i> : Physics-based recently invented green energy device for masses: Hydroelectric cell, Physics education, Research and Industry, 'Evolution of Quantum theory' 'Applications of Radiations in Medicine', 'Current Trends', 'Advanced Experimental Research Techniques in India and Beyond' and 'Opportunities for Science Graduates in Industry'
Lecture series by Botanical society 'Taru'	Lectures organized. 'Ayurveda: The Science of Life', 'Taxonomy and Biodiversity: The need for realigning priorities', 'Plants and Humans versus Bacterial Pathogens: A never ending interactive battle', 'Pharmaceutical Research and Career Prospects'
Add-on Course under Star college scheme by Botany Department	'Role of Biotechnology in Environment Management'
<p><i>Research projects: Teacher-Student collaborative research projects</i></p> <ul style="list-style-type: none"> * Innovation Projects funded by University of Delhi * Projects under star college scheme and Projects under Bio Informatics * Pathfinder Projects * Projects in the curriculum * Project by Enactus (Society) 	<ul style="list-style-type: none"> * 5 Projects completed – 15 teachers and 50 students * 40 Projects completed * 4 Projects from Science, Humanities & Commerce were awarded. * Subject Areas * 2 Projects on-going/in process
<p><i>Department of Physical education :</i></p> <p>Gargi Olympiad-Inter-Stream Sports Competition</p> <p>Invitational Inter-College tournament</p> <p>Inter-College Tennis tournament</p> <p>Inter-College Cricket tournament</p>	<p>200 sportspersons participated from the college - chess, ball badminton, aerobics and volleyball. Aug-Sept.,2016.</p> <p>700 Sports persons participated from D.U. colleges. Aug-Sept.,2016.</p> <p>10 colleges from D.U. 9th – 14th Jan., 2017.</p> <p>5 teams from D.U. colleges. 28th Feb. – 8th March, 2017.</p>

Plan of Action	Achievements
<i>All departmental associations and value-building societies</i> to continue with their annual academic and cultural festivals/events and workshops enhancing existing curriculum and going beyond the curriculum.	Done as planned by departments, cultural and value-building societies.
<i>Yusuf Hameid Inspirational Chemistry Programme</i> for training of school science teachers	Done as planned by chemistry department in collaboration with Royal Society of Chemistry (London). 30 teachers from wide section of schools benefitted. 24 th and 25 th October, 2016.
Two-day inter-college Chemistry workshop for Laboratory staff	Done as planned. Industry involved in training and financial assistance. 14 th and 15 th July, 2016.
Remedial Course in English	Designed and conducted by Department of English. Open to all first and second year students of the college. 200 registered. 120 successfully completed. Jan-March 2017.
Bridge Course	Designed as a capacity-building exercise for B.A. (Hons.) English students in the first semester to equip them to a literature-oriented curriculum. Course was conducted in six sessions for 22 hours. Aug. – Oct., 2016.
Three-day residential Camp on Physical Education	Organised at Aurobindo Ashram for Pre-service teachers to equip them for conducting games and meditation for children in schools. 17 th – 19 th Feb., 2017.
Workshops with outstation students	Done as planned by Women's Development Cell (WDC). Outreach activity to improve the security and life-quality of outstation students.
Holistic life management skills programme to continue based on the feedback of students.	Done as planned by Department of Psychology
Promotion of Indian classical forms of art to expose students to the rich diverse culture.	Mallakhamba on Sports Day, Bharata Natyam, Odissi and Snake charmers/street performers

Plan of Action	Achievements
Student competitions and events	Students designed games, creative activities and competitive events for peer group from college and other colleges of University of Delhi. For eg : poemages and cover designs.
<p>Data aggregation in the following areas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Semester-wise result analysis: Database to be created and maintained by the departments for regular or continuous review. Practice to continue after every result. <input type="checkbox"/> Plan by each department at the beginning of the year and reviewing at the end of the year. <input type="checkbox"/> Aggregating student-projects beyond the curriculum and creating e-book linked to Gargi website for public usage. <input type="checkbox"/> Digitization of (PF/Salary) finance section and service records 	<p>Data aggregation in the following areas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Semester-wise result database created and maintained with the departments. <input type="checkbox"/> Departments deliberated on the SWOC analysis presented during NAAC accreditation process and revised it to improve quality (acted on a few dimensions). <input type="checkbox"/> In process <input type="checkbox"/> Exploring systems adopted by institutions of similar profile and possible sources of funding.
One-day Annual Young Entrepreneurs' Workshop	Students successfully explored their entrepreneurial skills – art, handicraft & food items. 10 th Feb., 2017.

* Attach the Academic Calendar of the year as Annexure.

2.16 Whether the AQAR was placed in statutory body Yes No

Management Syndicate any other body

Provide the details of the action taken

Will be placed in the next Governing Body meeting.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG	3			
UG	19	1	1	
PG Diploma				
Advanced Diploma				
Diploma				
Certificate	1			
Others				5
Total	23			5

Interdisciplinary				
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	18 UG + 3 PG + 1 (Spanish)
Trimester	
Annual	B. El. Ed. and Certificate in German Language

1.3 Feedback from stakeholders* (*On all aspects*)

Alumni	<input checked="" type="checkbox"/>	Parents	<input type="checkbox"/>	Employers	<input type="checkbox"/>	Students	<input checked="" type="checkbox"/>
Mode of feedback:	Online	<input type="checkbox"/>	Manual	<input checked="" type="checkbox"/>			
Co-operating schools (for PEI)	<input type="checkbox"/>						

**Please provide an analysis of the feedback in the Annexure*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Syllabus is revised or upgraded only at the University level in consultation with the college teachers. In the year 2015-16, new course structure CBCS was introduced by the University on recommendation by the UGC. Every student irrespective of the course she is pursuing has to study English and Environmental science as compulsory subjects in the first year. Apart from this there are skill enhancement courses in each discipline. Discipline specific electives include courses of relevance to contemporary world.

B. El. Ed curriculum is in the last phase of finalization of revision. Restructuring process started after a detailed review of feedback by stakeholders which resulted in a Review Report and available in the public domain. Specific feedback given by alumni is incorporated into the revised curriculum. It is reviewed by experts. Post-review changes and workshops on finalizing specific reading material is under process.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

B. Sc. (Hons.) Mathematics

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
224* sanctioned	88	61	nil	61(ad-hoc)

* tentative

2.2 No. of permanent faculty with Ph.D.

109

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Assistant Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
149	67							149	67

2.4 No. of Guest and Visiting faculty and Temporary faculty

Guest faculty

09

Visiting faculty

3* + 10#

Temporary faculty

01

* Theatre, Arts and Crafts resource persons in B. El. Ed.

#Trainers/Coaches teaching sports students and B. El. Ed. students.

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	08	29	03
Presented papers	30	52	03
Resource Persons		06	01

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Institutional culture: Teaching-learning process is seen as a collaborative experience between students and teachers; classroom is one of the places where it happens. Classroom discussions, usage of multi-media, workshops, seminars, interaction with persons from field/industry, field visits, among other things cater to the curricular vision and contemporary issues. Effort made to embed assessment practices as an integral part of teaching-learning process. Going beyond curriculum is evident in the choice of themes and study material.

- Creative use of technology, film screenings, documentaries, use of still images and art
- Group discussions, pair work, reflective sessions, reflective writing, experiential learning, role play, story-telling
- Policy documents, research reports, case studies
- Field visits, Industrial visits, Clinical Visits, institutional visits
- Undergraduate research projects
- Peer group interaction cutting across courses
- Research by Teachers
- Teacher-student collaborations in research projects and design of departmental association and society activities
- Observation of significant and relevant days like Ozone day , Science day and World Biofuel day
- Departments, Student Associations of the Departments, Co-curricular societies organise talks, lectures, workshops/seminars on various themes. Themes/topics for these are culled from the given curriculum. They are generally based on the multiple-levels (cognitive) and needs of undergraduate students.
- Conducted workshops/talks/debates which cater to the current advances in the disciplinary domains, demands of industry and keeping in mind institution's commitment to social responsibility.

Some of the themes/ topics chosen based on the above mentioned criteria are as follows:

- *Affirmative action – Equal Opportunity Cell*
- *Gandhi in Contemporary times – Gandhi Study Circle*
- *Resilience in Army – National Cadet Corps(NCC)*
- *Service to Humanity – National Service Scheme (NSS)*
- *Women, liberation and Civil rights of Citizens: How do we ensure freedoms for all? – Women’s Development Cell (WDC)*
- *Role of Biotechnology in Ecosystem Restoration and Sustainable Development – Botany*
- *Scams in Business world – Business Economics*
- *It is not lack of talent but lack of Government funding and opportunities that bedevils Scientific research in India (student debate) – Chemistry*
- *FINTECH: A Renaissance in Finance (National Seminar) – Commerce*
- *Best paying careers in next five years – Economics*
- *Baba Saheb Ambedkar : In the Graphic Mode , and in Flesh and Blood– English*
- *Multiple Shades of Marginalization – Elementary Education*
- *Hindi Rang manch : ek samvad – Hindi*
- *‘Scien-Tech-Fic’ ; ‘High-Q’ – Quiz society*
- *Interpreting Theatre and Performance Histories through Actress Stories – History*
- *Mathematical Rangoli - Mathematics*
- *The unlimited world of microbes - Microbiology*
- *Philosophising Food – Philosophy*
- *Physics and Society – Physics*

2.7 Total No. of actual teaching days during this academic year

185

2.8 Examination/ Evaluation Reforms initiated by the Institution

- Departments experiment with multiple forms of evaluation like pair/group presentations.
- In some papers/courses multiple forms of expression is encouraged to facilitate students. For instance, role play, group performance, drawing, etc.
- Improving upon after initial submission of assignment after teacher-student conference is encouraged
- Peer assessment as an experiment is used by some teachers.
- Self-assessment practices are encouraged to get a dis-passionate view of one’s own work.
- Peer-group feedback for individual/group presentation is encouraged.
- Colloquia and Term papers

2.9 No. of faculty members involved in curriculum restructuring/ revision/syllabus development / As member of Board of Study/ Faculty/Curriculum Development workshop 25

2.10 Average percentage of attendance of students 75

2.11 Course/Programme-wise distribution of pass percentage:

Results of B.A /B.Com/B.Sc (Hons)/Programme Courses II and III yr

Programme	Total no of students appeared	Division				Pass % *
		Distinction	I	II	III	
B.A (P) II yr Sem III	187	18	129	39	12	
B.A (P) II yr Sem IV	187	20	140	36	8	98.4
B.A (H) Applied Psychology Sem III	46	13	32	12	1	
B.A (H) Applied Psychology Sem IV	46	22	39	6	0	97.8
B.A (H) Applied Psychology Sem V	45	21	39	5	1	
B.A (H) Applied Psychology Sem VI	45	17	37	5	1	95.6
B.A. (H) Economics Sem V	248	95	236	9	3	
B.A.(H) Economics sem VI	249	122	241	4	4	100
B.A (H) English Sem III	67	3	42	18	7	
B.A (H) English Sem IV	67	0	39	19	9	100
B.A (H) English Sem V	85	2	67	13	5	
B.A (H) English Sem VI	85	0	62	19	4	100
B.A (H) Hindi Sem III	54	0	28	24	1	
B.A (H) Hindi Sem IV	54	5	47	7	0	100
B.A (H) Hindi Sem V	46	5	37	9	0	
B.A (H) Hindi Sem VI	46	30	46	0	0	100
B.A (H) History Sem III	52	0	11	19	15	
B.A (H) History Sem IV	52	0	14	15	11	76.9
B.A (H) History Sem V	60	0	19	25	14	
B.A (H) History Sem VI	60	0	20	20	15	91.7

Results of B.A /B.Com/B.Sc (Hons)/Programme Courses II and III yr (contd..)						
Programme	Total no of students appeared	Division				Pass % *
		Distinction	I	II	III	
B.A (H) Philosophy Sem III	28	4	15	4	6	
B.A (H) Philosophy Sem IV	28	2	22	4	0	92.8
B.A (H) Philosophy Sem V	20	5	13	2	2	
B.A (H) Philosophy Sem VI	20	1	6	7	4	85
B.A (H) Political science Sem III	154	0	100	44	8	
B.A (H) Political science Sem IV	154	1	124	25	3	100
B.A (H) Political science Sem V	136	1	88	41	7	
B.A (H) Political science Sem VI	136	5	121	14	1	100
B.A (H) Sanskrit Sem III	40	2	9	5	15	
B.A (H) Sanskrit sem IV	40	1	19	10	8	92.5
B.A (H) Sanskrit sem V	19	6	14	3	1	
B.A (H) Sanskrit sem VI	19	6	13	5	1	100
B.B.E Sem III	45	11	30	6	3	
BBE Sem IV	44	7	26	10	3	88.6
B.Com (H) Sem III	129	45	106	18	3	
B.Com (H) Sem IV	129	65	120	7	1	99.2
B.Com (H) Sem V	226	155	210	16	0	
B.Com (H) Sem VI	226	177	210	10	4	99.1
B.Com (P) Sem III	171	71	155	8	6	
B.Com (P) Sem IV	171	82	149	17	3	98.8
B.Sc (H) Botany Sem III	76	53	70	5	1	
B.Sc (H) Botany Sem IV	76	39	69	4	3	100
B.Sc (H) Botany Sem V	82	53	74	4	2	
B.Sc (H) Botany Sem VI	82	49	72	5	2	96.3
B.Sc (H) Chemistry Sem III	49	38	45	4	0	
B.Sc (H) Chemistry Sem IV	49	36	44	5	0	100

B.A /B.Com/B.Sc (Hons)/Programme Courses II and III Yr (contd..)						
Programme	Total no of students appeared	Division				Pass % *
		Distinct ion	I	II	III	
B.Sc (H) Chemistry Sem V	79	56	76	3	0	
B.Sc (H) Chemistry Sem VI	79	48	77	2	0	100
B.Sc (H) Mathematics Sem V	81	57	80	1	0	
B.Sc (H) Mathematics Sem VI	81	53	79	2	0	100
B.Sc (H) Microbiology Sem III	53	8	43	6	0	
B.Sc (H) Microbiology Sem IV	53	15	45	2	2	92.5
B.Sc (H) Microbiology Sem V	30	9	22	4	3	
B.Sc (H) Microbiology Sem VI	30	7	21	5	3	96.7
B.Sc (H) Physics Sem III	29	23	26	2	1	
B.Sc (H) Physics Sem IV	29	24	28	1	0	100
B.Sc (H) Physics Sem V	76	49	75	0	1	
B.Sc (H) Physics Sem VI	76	46	70	4	1	98.7
B.Sc (H) Zoology Sem III	63	49	62	1	0	
B.Sc (H) Zoology Sem IV	63	34	57	6	0	100
B.Sc (H) Zoology Sem V	79	67	77	2	0	
B.Sc (H) Zoology Sem VI	79	43	76	3	0	100
B.Sc (P) Physical Science Sem III	66	20	60	3	0	
B.Sc (P) Physical Science Sem IV	66	20	55	5	3	95.5
B.Sc (P) Life Science Sem III	72	19	64	5	1	
B.Sc (P) Life Science Sem IV	71	21	63	4	2	97.2
B.El. Ed I yr	50	1	41	5	0	96.0
B.El. Ed II yr	37	1	26	11	0	100
B.El. Ed III yr	32	2	26	3	0	96.8
B.El. Ed IV yr	35	2	29	6	0	100

**Pass percentage is indicative of the result for that specific year (II/III) which includes both semesters.*

Results of B.A/B.Com/B.Sc (Hons.)/Programme First Year (CBCS)

Programme	Total no of students appeared	SGPA					Pass% #
		5-6	6-7	7-8	8-9	9-10	
B.A. (H) App Psychology Sem I	45	9	13	14	3	0	
B.A. (H) App Psychology Sem II	45	7	12	11	11	0	100
B.A (H) English Sem I	61	5	23	28	1	0	
B.A (H) English Sem II	61	15	36	8	0	0	96.7
B.A (H) Hindi Sem I	100	9	50	31	3	0	
B.A (H) Hindi Sem II	99	29	45	20	1	0	100
B.A (H) History Sem I	62	0	2	16	39	4	
B.A (H) History Sem II	62	18	25	10	3	0	100
B.A (H) Philosophy Sem I	24	2	6	10	1	0	
B.A (H) Philosophy Sem II	24	2	8	8	2	0	100
B.A (H) Political science Sem I	95	12	43	25	2	0	
B.A (H) Political science Sem II	95	17	42	34	0	0	100
B.A. (H) Sanskrit Sem I	24	3	8	5	1	0	
B.A. (H) Sanskrit Sem II	24	6	7	1	0	0	100
B.A. Prog Sem I	171	21	66	57	15	0	
B.A. Prog Sem II	171	31	71	31	7	0	98.4
B.B.E Sem I	43	4	11	16	8	0	
B.B.E Sem II	43	5	11	16	8	0	100
B.Com (H) Sem I	120	23	23	43	16	0	
B.Com (H) Sem II	120	22	23	40	26	1	100
B.Com (P) Sem I	183	22	64	83	6	0	
B.Com (P) Sem II	183	31	69	41	19	0	100
B.Sc (H) Botany Sem I	52	6	26	9	5	0	
B.Sc (H) Botany Sem II	52	4	11	16	10	4	100

Results of B.A/B.Com/B.Sc (Hons.)/Programme First Year (CBCS) (contd...)							
Programme	Total no of students appeared	SGPA					Pass% #
		5 - 6	6 - 7	7 - 8	8 - 9	9-10	
B.Sc (H) Chemistry Sem I	40	4	22	13	1	0	
B.Sc (H) Chemistry Sem II	39	0	8	16	14	1	100
B.Sc (H) Microbiology Sem I	41	3	15	18	2	0	
B.Sc (H) Microbiology Sem II	39	2	10	7	14	4	92.3
B.Sc (H) Physics Sem I	35	3	14	10	6	0	
B.Sc (H) Physics Sem II	35	3	1	15	10	4	100
B.Sc (H) Zoology Sem I	48	7	25	12	1	0	
B.Sc (H) Zoology Sem II	48	0	8	13	19	5	89.6
B.Sc (P) Life sc Sem I	69	7	10	33	13	2	
B.Sc (P) Life sc Sem II	69	12	15	23	10	0	95.7
B. Sc Phys Sc Sem I	64	4	2	16	36	4	
B. Sc Phys Sc Sem II	64	4	8	16	24	8	100

#Pass percentage is indicative of the result for 1 year which includes both semesters.

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

IQAC worked through the existing structures within the college based on the institutional culture of professional autonomy and student democracy:

- Departments, Teachers-in-charge of the department conference within the departments and committees to arrive at decisions. Issues related to students, teachers, teaching and evaluation practices are discussed in the departmental meetings and the general/specific concerns are shared in the TIC conferences. Energizing these processes, providing information related to quality, allowing for individual initiative and respecting dissent, grooming new teachers are highlighted by IQAC as an ongoing process in meeting with stakeholders.
- Members of IQAC are also stakeholders; hence insiders to this process. Each member is encouraged to take up and interact with stake-holders in different departments to evolve consensus on logistics of feedback.
- Emphasis is on healthy, participative academic exploration. This year being the golden jubilee year, all departments retraced their growth from the inception of their departments; long-term and short terms goals are revisited. This was one of the major objectives outlined in the initial meeting.

- Reiterating the employability of the students, many sessions on relevant themes are organised by the placement cell and departments as well.
- Results were analysed semester-wise and qualitative explanations were discussed in the IQAC-TIC conference after they were placed in the departmental meetings. Semester-wise comparison with neighbouring colleges were drawn and discussed.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	14
UGC – Faculty Improvement Programme	04
HRD programmes	07
Orientation programmes	11
Faculty exchange programme	-
Staff training conducted by the university	08
Staff training conducted by other institutions	06
Summer / Winter schools, Workshops, etc.	30
Others	80

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	75	52*	4	36
Technical Staff				

*some of these posts are filled on contractual basis.

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Faculty members of all departments have been encouraged to mentor interdisciplinary research projects involving undergraduate students. For this steps are being taken to provide adequate facilities in the laboratories for execution of research projects.

Eminent scientists and professors were invited to interact with faculty members and students at Seminars and Conferences organized by various departments of Gargi College.

3.2 Details regarding major projects

	Completed	Sanctioned (for completed projects)	Ongoing	Sanctioned (for ongoing projects)	Submitted
Number	6	-	4	-	-
Outlay in Rs.	28,20,000 (Received and Utilized)	29,10,000	19,10,600 (Received)	29,78,600	-

3.3 Details regarding minor projects: NIL

3.4 Details on research publications

	International	National	Others
Peer Review Journals	54	19	-
Non-Peer Review Journals	-	-	-
e-Journals	4	-	-
Conference proceedings	30	52	03

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

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

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	2015-2017	ICSSR, UGC	2978600	1910600
Minor Projects	-	-	-	-
Interdisciplinary Projects	-	-	-	-
Industry sponsored	-	-	-	-
Projects sponsored by the University/ College	2015-2017	University Of Delhi	2910000	2820000
Students research projects <i>(other than compulsory by the University)</i>	Pathfinder projects, Projects under Star College Scheme and BIF			
Any other(Specify)		-	-	-
Total	-	-	5888600	4730600

3.7 No. of books published

i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

3.9 For colleges: Autonomy CPE DBT Star Scheme

INSPIRE CE

Any other (specify)

3.10 Revenue generated through consultancy

Level	International	National	State	University	College
Number					
Sponsoring agencies					

3.11 No. of conferences organized by the Institution

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in Rs.:

From funding agency

From Management of University/College

Total

3.16 No. of patents received this year:

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
14	1	13	-	-	-	-

3.18 No. of faculty from the Institution who are Ph. D. Guides
 And students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows

Any other

3.21 No. of students Participated in NSS events:

University level State level
 National level International level

3.22 No. of students participated in NCC events:

University level State level
 National level International level

3.23 No. of Awards won in NSS:

University level
 National level
 State level
 International level

3.24 No. of Awards won in NCC:

University level State level

National level

International level

3.25 No. of Extension activities organized

University forum College forum

NCC NSS Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

Extension activities are organized primarily by NSS, Eco-club and Enactus teams in collaboration with other societies and departments.

- Tree plantation and water conservation drives at college and in surrounding areas by NSS and Eco-club
- Distribution of free saplings to staff and students by Eco-club
- A visit to old age home Sandhya to interact with residents and being in regular touch with the organization and supporting them by NSS
- Enactus students regularly take Adult Education and English classes in the areas they visit for their project.
- Adoption of a new community in Arthala, Ghaziabad with the support of NGO Lakshayam by Enactus.
- Marketing and distribution of utility products made by women in a slum area by Enactus.
- Enactus students helped the women in the community located in Ghaziabad form into a Self Help Group (SHG).
- Free health checkups organized for the community facilitated by Enactus.
- Environmental health sensitization workshop by Wellcome Trust - DBT India Alliance in partnership with Centre for Environmental Health, Public Health Foundation of India (PHFI) organised by Chemistry Department.
- Swachh Bharat Abhiyan by NSS and Eco-club: Cleanliness drive at Green park metro station; cleanliness drive in college with the involvement of teachers and students of different departments; students attended cleanliness drive at India Gate Awareness Session and took a pledge to keep surroundings clean.
- Participation in Anti- Drug Abuse Awareness Rally and Anti-Drug Abuse related slogan writing competition by NSS.
- NSS office bearers organised Digital Payment system (VISAKA) awareness session in the nearby markets preceded by a survey.
- National Voter's Day awareness session through Voter – ID registration process

- Students participated in National Unity Day (Ekta Divas).
- Students observed Yoga Day at college in collaboration with Department of Physical Education and attended University initiative too.
- Blood Donation Camp by NSS
- Mammography Camp with the support of Rotary Club was organized. It was followed by seminar on awareness about breast cancer by NSS.
- Newspaper and clothes collection drive in college for different NGOs by NSS.
- Annual NSS-NGO Mela, *Zistatva*, was organized in collaboration with Student Union team.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area (Acres)	9.198 Acres (37224.306 sq.m.)			
Built up area (sq m)	7189.47			
Class rooms	39			
Laboratories	22			
Seminar Halls	01			
No. of important equipments purchased (\geq 1-0 lakh) during the current year.		308	Star college grant, Twelfth plan	
Value of the equipment purchased during the year (Rs.)		40,06,598		
Others (Value in Rs.)		72,105*		
		#		

* *Physical Education & Sports Science Department*

Two Structures with 5 + 6 ladies toilets by Sulabh International Social Service Organisation.

4.2 Computerization of administration and library

1. Most of the work in administration is computerized.
2. Major processes of library are computerized.

4.3 Library services:

	Existing (2015-16)		Newly added (2016-17)		Total	
	No.	Value (Rs.)	No.	Value (Rs.)	No.	Value (Rs.)
Text Books	658	330398	721	433675	1379	764073
Reference Books	78	208162	43	167401	121	375563
e-Books	97000+	As per earlier records, UGC Inflibnet and DULS#				
Journals	45	90362	03	2604	48	92966
e-Journals	6000+	From Inflibnet membership and DULS membership				
Digital Database	-	-	-	-	-	-
CD & Video	298*		57			9054
Others (specify)	-	-	-	-	-	-

#Membership fee – Rs 5,700/-; *118 gifted

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	1796	3	Yes	3	-	20	47	5
Added								
Total	1796	3	Yes	3	-	20	47	5

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

- Laptops are provided by the institution to the teachers.
- First year students are provided laptops by the college.
- Teaching and administrative staff received education on technology from the faculty/staff development programmes organized by University/Academic Staff Colleges.
- Students are encouraged to use technology for classroom presentations and evaluation.
- Students who volunteered to do research projects are trained by mentors in technology relevant to the advances in their domain. For instance, calculation of h-index.

- Speeches of scientists/dignitaries located outside the institution /proceedings of conferences or awards are transmitted through National Knowledge Network to all stakeholders.

4.6 Amount spent on maintenance in Rs. :

i) ICT	10, 45,418
ii) Campus Infrastructure and facilities	12, 65,932
iii) Equipments	2, 47,688
iv) Others	4, 80,942
Total:	30, 39,980

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Service

- Feedback mechanism put in place through student feedback form
- Regular updating of information on notice boards and college website.

5.2 Efforts made by the institution for tracking the progression

- Tutorials help in identifying the specific needs of students and addressing them since it provides for small group interaction. College provides scholarships for needy students basing it on the income of the parent/s. A committee puts up information on notice boards and scrutinizes applications. Students sometimes approach their class teachers as well for information about financial aid, which is forwarded to the committee. In many cases, teachers too pool to support students. Sometimes for excursions/educational trips college waives off travel expenditure, if there is specific request from the student/department. Career grooming sessions by placement cell and English language skills by the department are conducted.
- Alumni database is maintained and is regularly updated by the Alumni association of the college. Relationship forged through utilising their knowledge for mentoring students. Alumni who made their mark in a particular field are honoured as guests of honour on sports meet, annual day and by departments. Departments also track the progress of their alumni independently. Many departments have their own alumni groups. Some alumni come back for career guidance or mentoring for doctorate proposals.

5.3 (a) Total no of students

UG	PG	Ph. D.	Others
4388	110	13	-

(b) No of students outside the state

*Ist year students

(c) No. of international students

* Women only

Student Diversity

Last Year(2015-16)						This Year(2016-17)					
General	SC	ST	OBC	PwD	Total	General	SC	ST	OBC	PwD	Total
2554	590	188	1047	24	4403	2540	619	221	1087	31	4498

Demand ratio %

Demand ratio cannot be calculated because of the centralized online admission process done by University of Delhi

Dropout

Less than One %

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

A seminar by State Bank of India was conducted for students on “Banking Examination”.

No. of student beneficiaries

145

5.5 No. of students qualified in these examinations: N. A.

NET SET/SLET GATE CAT

IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

Multi-pronged approach of college placement cell: Bringing in corporations to recruit students, providing support in finding internships, grooming sessions in the form of workshops/interactive sessions on developing *curriculum vitae* (CV), guidance for future opportunities in higher education are salient functions of placement cell.

To encourage women to be independent and confident to step into the corporate world, sessions in personality development, soft skills like communication skills, preparing for interviews, group discussions are conducted. It has also been observed that

students active in other areas of college-life, like being members/volunteers of NSS, Eco-club, Enactus, street play, immensely improve their chances of being recruited by potential employers. In order to facilitate employment and guide students from their first year of college, sessions with prospective employers are organized. Organisations which regularly visit college show proactive involvement in conducting these sessions. This also helps them to create a pipeline based on the performance of the current students and bring visibility to their organization. This works as a quality measure. This practice has strengthened placement cell team's efforts. Being aware of the expectations of industry helps in focusing students' energy on acquiring relevant skills and domain specific knowledge in certain areas like auditing and editing.

Information about pursuing higher education outside India is provided through annual fair and staggered interactions by visiting faculty from foreign universities. This helped students in gaining knowledge about scholarships, internships, university rankings, courses and post-study opportunities. Placement cell insists on transparent communication and ethical practices of hiring in the college by the industry. Hence companies share work culture and opportunities for future mobility within their organization as a regular practice before they arrive for recruitment. Providing information and guidance on higher education within India is taken up by placement cell and departments who have huge database of alumni and scholars in the relevant field. Preparation for competitive exams such as banking sector were organized. It was welcomed by many students and we intend to increase number of sessions in this particular domain.

No. of students benefitted

1300

5.7 Details of campus placement

<i>On campus</i>		<i>Off Campus</i>	
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
16	800*	85	23

**Students interested in higher education are also encouraged to attend these sessions.*

5.8 Details of gender sensitization programmes

- Women's development cell is active in sensitising stakeholders through various activities: screening documentaries, teacher-led and student-initiated discussions, seminars, workshops, panel discussions, competitive events, interactive sessions, meeting experts, documentaries based on Indian contexts, discussions after documentary screening sessions, annual festival, capacity building initiative, survey of problems faced by outstation students to improve their security and life quality, self defence training programme, out-reach activities.
- Some of the seminar themes are women and law, women as citizens, women and public transport, child sexual abuse within the domestic space, sexual harassment at workplace, gender identity/female foeticide and gender-based violence.

- Through these activities, WDC helps in understanding gender as experienced in Indian contexts. It endeavours to build capacity of students to not experience gender as a constraint.
- Organisations with which we collaborate to further our common interest: Centre for Research and Advocacy, Lawyers' Collective, Let her live/Salt, Breakthrough, Hero Motorcorp.
- WDC trained 'gender champions' as per UGC direction.
- Interactions for realizing the objectives of all the above mentioned programmes happen within and outside the boundaries of curriculum. It is not limited to WDC activities alone.

5.9 Students Activities

5.9.1 No. of students participated in **Sports, Games and other events**

State/ University level National level International level

No. of students participated in **cultural events**

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports:

State/ University level National level International level

Cultural:

State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount in Rs.
Financial support from institution	175	7,70,000
Financial support from government	146 (Inspire fellowship)	80,000 per annum for 3 yrs
Financial support from other sources		
Number of students who received International/ National recognitions		

5.11 Student organized / initiatives

Fairs: State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

There were no major grievances. Minor grievances were addressed by college.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

- *Balanced development of students symbolising the spirit of enterprise and inquiry that characterizes Gargi.*
- *To continuously strive for making the institution a centre of excellence.*
- *Promote rationality with empathy.*
- *Equal opportunity to diverse sections of society and respect diversity.*
- *Resilient to revise the vision of the institution in tune with the emergent needs of students/youth and society.*
- Vision is reflected in the classroom interaction, choice of themes for workshops and the entrepreneurial enterprise of students through our cultural and value-building societies. Grooming of students for leadership roles, mentoring through working with them in societies is evidenced by forty-five societies, associations and their activities.
- The academic results, undergraduate research under the mentoring of teachers, participation levels /awards of students in sports, cultural and non-cultural events substantiate the vision of the institution.
- Extension activities by NSS, NCC, Enactus, Equal Opportunity Cell, Debating Society among others also underline the efforts made by the institution to realise the vision. *Please refer to extension activities mentioned in 3.26 and 5.8.*

6.2 Does the Institution have a management Information System?

It is ensured information is circulated and sent through mailing system.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1. Curriculum Development

- Curriculum is prescribed by the university. Yet university provides opportunity for suggestions through teacher-conferencing and workshops. Our institution organized skill enhancement workshops related to the given curriculum. Teachers of the department and from other colleges attended these workshops. Our teachers attended workshops and meetings in other colleges as well and contributed to curriculum development. This process ensures teachers are up to date about the domain knowledge and makes them stakeholders. Independent workshops which strengthen the curriculum are also designed by teachers.
- Teachers from most departments are engaged in a meaningful way to give feedback on curriculum. CBCS also provides for 20% of the curriculum development to be done at

the university level. Teachers contribute to this process as well.

- Curricular material prepared by our teachers to enrich online material available for students. Preparation of question banks, lab manuals and case-study materials was also done.
- B.EL.Ed teacher education programme is in the process of restructuring after a formal review process. Nearly 15 teachers from the home department and cooperating departments (Physics, Chemistry, Botany, Zoology, History and Hindi) within the college are involved in the process of curriculum development. Many are heading different subject teams.

6.3.2. Teaching and Learning

Please refer 2.6

6.3.3. Examination and evaluation

- ❖ University prescribes the procedures and guidelines for conducting examinations in college. A team of 3 teachers and administrative staff plan for smooth conduct of theory examinations. Practical examinations are conducted by the respective departments as per the university rules and regulations.
- ❖ Internal assessment committee works on the principle of transparency. Procedures are laid down for sharing internal assessment evaluation with students.
- ❖ Internal Assessment Monitoring Committee at the department and college level facilitates smooth process of internal assessment evaluation and takes up any grievance of students related to internal assessment.

Please refer 2.8

6.3.4. Research and Development

College promotes research by teachers and students. Students are mentored through their engagement in research projects of teachers, for which they received grants. To improve undergraduate research University of Delhi funds teacher-student research. Inter-disciplinary research is also permissible under these projects. Hence teachers from different departments collaborate and mentor students from their departments. Each DU innovation research project provides funding for student-stipend, funds for mentors who are experts in their field and for sharing of research findings at the university level festival, *Antardhwani*. To motivate students, best projects are rewarded. Interface with industry is also facilitated by the university. At the organizational level teachers organize seminars/workshops on a sustained basis for students. As a result, many students, especially in science programmes aspire for higher education.

College instituted intra-college initiative of 'Pathfinder' award to promote spirit of research amongst students from three streams, Commerce, Humanities and Science. For about ten years, teams (a maximum of three in one team) of students from all the above areas presented their research which is located outside curriculum to generate

new knowledge in a specific area or contribute to the solution of an existing problem. College also has excellent laboratory facilities and well-qualified and motivated faculty to guide students. A few students of post-graduation from other universities also access our lab facilities. STAR grant received by the college helped increase the number of student participation in research.

➤ ***DU Innovation Projects***

- Analysis of Research Collaboration and Communication Network among Delhi University Teachers
- DNA Barcoding for Grasses of Aravali range in Delhi region and subsequent creation of database of DNA barcode sequence information: An essential study for formulating future conservation strategies.
- Eco-biotechnological approaches for bio-waste utilization: Biopolymer and Biofuel.
- A Green and Sustainable Chemistry Laboratory ...A distant dream ... or a reality?
- Low-cost and Novel Integrated Test, Measure & Analysis Station (ITMAS) for teaching and research : Advocacy for open sources: Paradigm changers for science and mathematics education in India
- दिल्ली विश्वविद्यालय के महाविद्यालयों में भारत स्वच्छता अभियान का तुलनात्मक अध्ययन.

➤ ***Projects under Bio- Informatics***

➤ ***Projects under Star college Scheme***

- Award winning Pathfinder projects:
- To study the socio-emotional and pedagogical need of HIV positive children in Delhi (Humanities).
- Penetrating into Solar Energy Market: Enhancing Sustainable Development (Commerce).
- Screening of Secondary Metabolites in some selected plants and evaluation of their anti-oxidant potential (Science).
- Walking the Road – from sugarcane Waste to Benign Bio-plastics (Science).

➤ ***Project by Enactus (Society)***

➤ ***Student collaboration with research projects of teachers***

➤ ***Projects in the curriculum.***

Please refer 2.15.

6.3.5. Library, ICT and Physical Infrastructure/Instrumentation

Some of the library Initiatives:

- Book club
- Suggestions for feedback from students in a register and acting on them
- Education/ updating of new acquisitions through e-mails
- Weeded-out books for sale in the college
- Information literacy program for students
- Workshop for teachers
- Library website improvement
- Continuous improvement of displaying new books
- Continuously catering to requirement of teachers
- Facebook page on library collection
- Increase in readership of DULS
- Inlibnet membership increased
- Regular maintenance of library lab
- Departments of Elementary Education and Applied Psychology are equipped with departmental libraries.
- Department of Elementary Education maintains classroom library for all four years which is managed by students

ICT – All the three computer labs are used for hands-on curricular work and available for research work of students and teachers. They are used by students for browsing as well. Students and staff are given continuous access to college wi-fi service. Teachers and first year students are provided with laptops. Library is also equipped with computers for locating books, watching multimedia resources and accessing online library sources. Computer labs are used by the placement cell office-bearers for conducting online examinations by organisations which visit college for placement.

Physical infrastructure / instrumentation: All classrooms are equipped with LCD projectors for multimedia usage by students and teachers. Seminar hall and college auditorium are used for conferences, seminars, workshops and exhibitions. Maximum utilization of space is encouraged. Teachers are free to take classes with small groups in the lawns of the college when weather permits. Auditorium foyer, main arch area, open air theatre behind the office block and basement are regular practicing spaces for the cultural society groups. Well-maintained sports ground provides space for student groups to spend time in their free time. Grounds are also used for self-defence training by WDC, rehearsals by various cultural societies, especially Kshitij, street-play society. Transparent procedures for booking lecture theatres, seminar hall and auditorium for seminars, placement sessions and other events by student groups are in place. Efficient administration supports all student-led activities through the year. Book store provides textbooks and stationery products to students and staff.

Spacious, well-ventilated and well-equipped labs are spaces for practicals, research

work of students and teachers. Separate research laboratories for Botany, Physics and Zoology departments are also used for research work. Bioinformatics facility is used by students under the guidance of teachers for research work. This facility is accessed by students from other universities to do their internship research work.

6.3.6 Human Resource Management

- Continuous skilling / further education opportunities are provided to teachers and administrative staff by encouraging them to upgrade their knowledge by disseminating related information through mails and facilitating leave.
- Six Administrative Staff attended training session this academic year. Some of the areas of education are as follows: Computer Skills, Purchase Procedures, General Administration, Academic Administration, Recruitment Procedure, RTI, Roster and E-Procurement. E-procurement has been started by the administrative officer after successfully completing training programme.
- Day-care Centre available for staff.
- Department of Physical Education and Sports Science organizes sports events for teaching and non-teaching staff on the eve of annual sports day.
- Teachers and support staff who completed 25 years of service are honoured by college on Annual Day.

6.3.7. Faculty and Staff recruitment

Same as adopted by university and enforced by UGC. Recruitment process online.

6.3.8. Industry interaction/collaboration :

- Training and interactive sessions by experts from industry on work culture, preparation for interviews, knowledge and skill requirements.
- Students procure funding from industry to conduct training sessions and for annual academic and cultural festivals.
- Students do internships during summer break. They procure them independently, through placement cell and through teacher-support as well.

Please refer 3.2.6, 5.6, 6.3.4

6.3.9. Admission of students:

As per university norms and guidelines. Prospectus provides the details of admission procedure. Teams of teachers for each stream formed in the staff council along with

administrative staff work for smooth conduct of admission procedure. Student council along with volunteers from various courses work with the admission teams. Admission process is done partially on-line. Collection of fee is online only.

College has the following Committees for Admission

- Admission Committee
- Admission Grievance Committee
- Admission Grievance Committee for SC/ST/OBC/PwD Category

6.4. Welfare schemes for

Teaching	Day-Care Centre Medical facility
Non-teaching	Day-care centre, Medical facility, freeships for wards of staff. Admission quota as permissible by the university.
Students	Student scholarships.

6.5 Total corpus fund generated in Rs.

6.6 Whether annual financial audit has been done * No

*2015-16 completed. 2016-17 in process.

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	NAAC	Yes	Staff Council & IQAC
Administrative	Yes	NAAC & Delhi Government auditors	Yes	Chartered accountant approved by the University.

6.8 Does the University/ Autonomous College declares results within 30 days?
N.A.

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms? N.A.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges? N.A.

6.11 Activities and support from the Alumni Association

Alumni meet is organized once in two years. Alumni database is continuously upgraded. Departmental alumni meets are organized. Alumni magazine, *Manaswini* is published every year and e-copy is also available for better reach out to students and alumni.

Contribution to college in the form of resource persons for workshops, guiding current students through their own personal journeys, career guidance for higher education, placement opportunities and disseminating information on expectations of the industry from institutions is done on a sustained basis.

6.12 Activities and support from the Parent – Teacher Association

NO

6.13 Development programmes for support staff

2-day workshop organized for all lab staff to update knowledge on various techniques with resource persons from leading organisations, industry and teachers from college.

Six support staff received training during the year.

6.14 Initiatives taken by the institution to make the campus eco-friendly

- * Deeper environmental consciousness and environmental ethics among students, teachers, support staff through vibrant forms like street play, competitions, workshops, talks, training programmes, distribution of saplings, plantation drives were conducted.
- * Plantation drives and free distribution of saplings were organized with the continuous support of Department of Forests.
- * Three pilot projects on rainwater harvesting were done in college premises in association with Delhi Jal Board to conserve and save the rain water.
- * Green Campus Award to college by Women Agency for Generating Employment (WAGE)
- * Compost created within the campus from bio-waste.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- * Workshop on Green Chemistry, skill enhancement course under CBCS, for teachers was conducted to motivate the practice of safe and sustainable chemistry in laboratories. 30 participants from 8 colleges benefitted.
- * A survey was conducted on 400 students of Delhi University about their lifestyle and results were discussed with the help of experts from the field on medicine, physical education, neuroscientist and yoga experts, encompassing both aspects of mental and physical health.
- * Two-day workshop on the nuances of writing for a visual screenplay and documentaries was organized.
- * Initiative of mental health awareness campaign by a core group of 17 psychology students through walks, group discussions, setting up of empathy boxes, opening of Facebook page and through creation of a google empathy link was done.
- * The Yusuf Hameid Inspirational Programme for school teachers in collaboration with Royal Society of Chemistry, North India section was held. 30 school teachers were beneficiaries.
- * Two-day skill development workshop for laboratory staff on operation and proper maintenance of equipments in science laboratories was conducted. Participants wanted this exercise to be done every year. Participants included lab staff from other DU colleges as well.
- * Student Counselling System for effective redressal of problems and challenges faced by students was instituted.
- * Student competitions/events showcase the creativity, leadership and entrepreneurial spirit. All academic and cultural events had a specific section and time for student events which are open to all DU students.
- * Departmental festivals showcased the talent, creativity and organisational skills of student office-bearers of societies and departmental associations. This is done in collaboration with the teachers.
- * Sustained teacher-mentoring and peer-mentoring of office-bearers of departmental associations and societies continued through the year.
- * Quilluminati society had regular weekly meetings in which an aspect of the creative writing process is taken up for discussion where members share their learning and experiences. It has active blog, 'Cursive Sparks' on Word press forum.
- * Survey conducted to initiate a project to identify the problems faced by women in a community in the NCR and deliberated on the need for intervention. It is followed up by helping women of the community register as a Self Help Group.
- * On-going project on production of utility products made from waste materials by women habitants of a slum settlement was pursued by Enactus. Support is also given to the marketing and distribution of these products which resulted in bulk orders from a renowned firm which sells handicrafts and other forms of creative artefacts, and from a number of stationery stores.

- * Holistic life management workshops focusing on vital areas such as managing stress, negativity, time-management, leadership, team skills, personality development, 'key to relationships', inter-faith unity, followed by community service were continued this year as well based on student feedback.
- * Promoting diversity through showcasing the rich and diverse cultural performances of India during events of the college like *Zistatva*, Sports Day, SPIC MACAY (Society for the Promotion of Indian Classical Music And Culture Among Youth) events, Annual Day and Annual Festival time.
- * Street-play: It promotes rationality, democratic values, empathy through its productions. It is one of the most visible and noted societies through its regular working sessions in the quadrangle, lawns, main arch and through its presence at the beginning of each significant event in college. It focuses on themes relevant to contemporary times. This year's production is 'Main Kashmir aur aap? Main Manipur'. 'Multiple shades of marginalization in the context of classroom' is a street-play put up by the students of B.El.Ed in the university-level festival organized within the institution. Inspired by the college Street play team they designed their own interactive-play and it was well received.
- * WDC's initiative to improve the security and life-quality of outstation students in the form of data collection via questionnaire was followed by a panel discussion.
- * Self-defence training program which included 20 hours of physical training and a 5-hour training on legal aspects and rights was well attended by students.
- * Continuation of support system to students on issues related to violence faced by them and access to counselling, arbitration, referral was also facilitated by WDC.
- * Safety of women on roads as drivers and pedestrians with full-day training as drivers of two-wheelers in collaboration with Hero Motocorp was organized by WDC.
- * Fund-raising campaign for efforts towards the activities of Enactus was well received.
- * Collaboration with industry for assessing the financial viability and sustainability of on-going projects of Enactus helped them work in a focused manner and accordingly plan for their future activities.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year.

- **Student-teacher collaboration** as part of teaching learning process: Creation of classroom colloquium proceedings on a sustained basis in the form of working papers. 'Interrogating Ideas in Classroom Management' related to practicum course on classroom management in pre-service teacher education. This is second working paper in this series, followed by work in the previous academic year. 36 students contributed and benefitted. It shall be followed by a third working paper in the following year.
- National Conference and seminars organised as planned by the departments. National conference by Chemistry Department on "Combating Industrial Pollution for Sustainable Environment – A Fusion of Industrial and Scientific Efforts".
- Golden Jubilee Invitational Tournament was organized by the department of physical education. 700 sportspersons from 23 colleges of University of Delhi

registered.

- National level inter-disciplinary seminar on ‘Mental health and Lifestyle’. Department of Psychology and Physical Education collaborated for the event.
- SWOC analyses done by departments.
- Identifying the projects for compilation into e-book adding to public database which can be accessed by public.
- Exploring various software systems in place in comparable institutions on digitization of all records is in process.
- Environment-friendly practices continued; plantation drive, distribution of saplings to promote greenery, construction of three water harvesting structures and recycling of newspapers are a few amongst others.
- All departmental associations and value-building societies continued with their annual academic and cultural festivals / events and workshops enhancing curriculum and going beyond the curriculum.
- Holistic life management skills programme is found beneficial by the students.
- Workshops with outstation students were conducted.
- Initiatives from departments and associations were supported by IQAC.
- Semester-wise result analysis database created for the post-accreditation period and maintained by the departments for comparison with latest results and also in comparison with the colleges in the vicinity where same course is offered. Practice would continue after every semester result in future.

Please refer 2.15.

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

1. *Undergraduate research*
2. *Service to humanity*

Best Practice - I

Undergraduate Research

- * DU Innovation Projects
- * Projects under Star College Scheme
- * Pathfinder Projects
- * Project by Enactus (Society)

- * Projects under BioInformatics
- * Projects in the curriculum
- * Student collaboration with research projects of teachers

Please refer 6.3.4

Best Practice - II

SERVICE TO HUMANITY

- * *Service to humanity' is the theme for the Golden Jubilee year:* To inspire students to be compassionate to develop and sustain social responsibility, several events, workshops, initiatives are taken. Expanded network with non-governmental organisations to initiate and sustain social responsibility of students.
- * Some of the events / sessions which engaged large groups of students (or students in large numbers) on a sustained basis through the year are as follows: engagement with special children, elderly community, blood donation, collection and recycling of newspapers from students, academic and non-academic staff, awareness about breast cancer, dignifying the 'act of giving', educating and supporting hawkers in the vicinity of college on cash-less transactions and working with women in slum settlements.
- * Some of the organisations with which we engaged are as follows: Cheshire home, Goonj, 'Family of Disabled', 'Youth for Seva', Sandhya, Sulabh International, Nurturing Dreams, Muskan, Tamanna and Rachna.

7.4 Contribution to environmental awareness / protection

Please refer 6.14

7.5 Whether environmental audit was conducted?

NO

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

Strengths

- ❖ Well qualified/versatile, experienced and committed faculty and support staff
- ❖ Continuous research by teachers
- ❖ Consistent update of domain knowledge of teachers through refresher courses and faculty development programmes
- ❖ Research facilities (labs)
- ❖ Bio-informatics lab
- ❖ Active involvement of students in research through faculty mentoring
- ❖ Well-stocked library which caters to students and teachers
- ❖ Teacher-student collaboration (societies and associations)
- ❖ Equal emphasis on academic and co-curricular activities for all round development

- ❖ Student-friendly environment
- ❖ Democratic student council and student groups
- ❖ Student support systems in place
- ❖ Environment-friendly campus
- ❖ Excellent sports coaching facilities, staff and trainers
- ❖ Promotion of extension activities
- ❖ Internet access in the campus
- ❖ Democratic working culture of the institution through committees
- ❖ Multiple programmes (Science, Arts, Humanities, Commerce and two professional programmes - B.El.Ed & BBE)

Weakness

- ❖ Hostel required for students
- ❖ Independent web-server required
- ❖ Proximity to heritage-site (boundary wall)

Opportunities

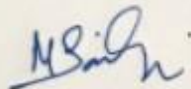
- ❖ Further digitization of student and teacher records and collation of research work for public access
- ❖ Office automation for quick retrieval of all data-students, teaching staff and support staff
- ❖ Widening alumni database through links to scattered online groups and wider publicizing of alumni meets
- ❖ Increase the interaction with experts
- ❖ Workshops on latest techniques of research
- ❖ Going beyond curriculum activities and curricular material
- ❖ Further enhancement of Computer skills and English language skills
- ❖ Field/Industry - college interface to deepen and broaden with respect to all programmes

Challenges

- ❖ It is a continuous challenge to promote students to take up Indian languages
- ❖ The limitations to digital culture in all aspects is dependent on the strength of upgrading of technology which in turn is contingent on funding
- ❖ Values of liberal education are in constant competition with outcome-based education practices. In this framework, it is a challenge to imbibe citizenship education. For us both are inseparable to contribute to the growth of nation where we visualize our students to be future policy-makers.
- ❖ Continuous balance of competing visions of education: liberal, basic science and professional education.

8. Plans of Institution for next year

- Leadership workshops for student office-bearers of societies and departmental associations
- Continuation of peer mentoring practices by teachers and students
- Computer skills workshop for office personnel
- "Peer-educator" for promoting computer skills to increase employability by students
- "Group Discussion" sessions for increasing chances of confident and healthy presentation of ideas by students for their placement
- Faculty workshops on impact factor and h-index
- Water-proof signage boards in the corridors (classes, departments, labs, etc.)
- Creating source of water for birds (birdbath structures) near trees with thick foliage, beyond monsoon period, to increase bird count in the Campus.
- Conference/s in collaboration with IQAC
- Continuing the best practices and innovative practices
- Editor group for compiling all projects
- Encouraging sharing of knowledge within the institution as internal teacher-resource persons across programmes based on teacher expertise to increase from the previous years.
- Creation of groups for sharing/peer learning: 'Student-researcher group' and 'Inspire scholar group'
- Collect data on various aspects of institutional functioning and propose measures for improving quality.
- Study of organizational behavior and happiness index among students and staff



MS. SAILAJA MODEM

Coordinator,

IQAC



DR. PROMILA KUMAR

Chairperson,

IQAC

Abbreviations:

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