



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)

2017-2018

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

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The Annual Quality Assurance Report (AQAR)

Part – A

AQAR for the year

2017 - 18

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

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of the Institution:

Dr. Promila Kumar

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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.gargicollege.in

Web-link of the AQAR:

https://gargicollege.in/uploads/GC_AQAR_2017-18.pdf

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

AQAR -1 for the academic session 2016-17 submitted to NAAC and uploaded on institutional website on 05/07/2017

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

**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)

1.11 Name of the Affiliating University (*for the Colleges*)

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	<input type="text" value="-"/>	UGC-CPE	<input type="text" value="-"/>
DBT Star Scheme	<input type="text" value="√"/>	UGC-CE	<input type="text" value="-"/>
UGC-Special Assistance Programme	<input type="text" value="-"/>	DST-FIST	<input type="text" value="-"/>
UGC-Innovative PG programmes	<input type="text" value="-"/>	Any other (<i>Specify</i>)	<input type="text" value="-"/>
UGC-COP Programmes	<input type="text" value="-"/>		

2. IQAC Composition and Activities

2.1	No. of Teachers	<input type="text" value="09"/>
2.2	No. of Administrative/Technical staff	<input type="text" value="02"/>
2.3	No. of students	<input type="text" value="-"/>
2.4	No. of Management representatives	<input type="text" value="-"/>
2.5	No. of Alumni	<input type="text" value="01"/>
2.6	No. of any other stakeholder and community representatives	<input type="text" value="01"/>
2.7	No. of Employers/ Industrialists	<input type="text" value="01"/>
2.8	No. of other External Experts	<input type="text" value="01"/>
2.9	Total No. of members	<input type="text" value="15"/>
2.10	No. of IQAC meetings held	<input type="text" value="11"/>
2.11	No. of meetings with various stakeholders:	Faculty <input type="text" value="03"/>
	Non-Teaching Staff <input type="text" value="02"/>	Students <input type="text" value="11"/>
	Alumni <input type="text" value="6"/>	Others <input type="text" value="-"/>

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.	<input type="text" value="58"/>	International	<input type="text" value="02"/>	National	<input type="text" value="02"/>
State	<input type="text" value="30"/>	Institution Level	<input type="text" value="25"/>		

ii) Themes

Educational policy, neo-liberalism, good governance, mentoring, data validation, schooling and social justice, quality and accountability in education, judicial verdicts, invasion of privacy, exclusion, curriculum policy, critical perspective on skill-based learning, popularization of science, understanding curriculum and knowledge in changing times, issues of governance and accountability, critical pedagogy and neo-liberalism, professionalism among teachers in contemporary times, personality development and communication skills, growing up in neoliberal times, legal information pertaining to women's rights and safety, feminism, career counseling, health, green chemistry, surveys, climate change, introduction to nano-science and nano-technology, issues in Indian macro-economics, post-performance discussions of production/plays, knowing the learner better, material creation for English Language Teaching (ELT), film studies, participatory cultures, technology in classroom, creative writing, poetry, secularism, Goods and Services Tax (GST), narratives, history writing, women and work, self, gender and power, religion, H-index, plagiarism, effective risk management, competitive examinations, GMAT and GRE preparation, financial market courses, pharmacotherapy, mental health, holistic life skills development, LGBT rights, assisted reproduction, ethical issues, evolution, introduction to meta-genomics, frogs of India, birds of India, alternate realities, development of unique vaccines, Elgen values and application, plant viruses, editing, proof reading, Jyotish Shastra and Ayurveda.

2.14 Significant Activities and contributions made by IQAC

Taking forward the essential vision laid down in the previous report, the following activities were promoted by the IQAC. While IQAC is vested with monitoring the quality procedures in the institution its members are also aware of their peer status in engineering changes. In tune with the vision of decentralized management, IQAC

believes in internal autonomy of departments and associations. This internal autonomy vested in each unit pushed stakeholders to review their work and introduce quality measures with the hand-holding by IQAC. IQAC is looking forward to the impact of this support on each unit.

1. Collaborations: Tradition of interdepartmental seminars exists in the college. It is reiterated and taken forward through the following programmes. (a) Department of Education collaborated with IQAC to organize a two-day international conference titled, ‘Educational policy shifts in neo-liberal times: Core concerns and critical issues’ in September 2017. (b) IQAC collaborated with departments of Education, Philosophy and Psychology to organize a two-day national seminar titled ‘Mentoring the Teacher-Mentors: Capacity building Programme’ in January 2018. (c) Star College Scheme (d) Scintillations: Annual Science Festival on 20th and 21st March 2018.
2. Giving major fillip to the UGC mandated mentoring process, IQAC has taken forward the process started in the previous academic year to build capacity of teachers in identifying psycho-social issues faced by students and referring them to peer teachers who are more equipped to address them. Also in creating awareness that most apprehensions of students may be related to their adjustment in college, peer relationships, craving for sense of belonging and acceptance by peer group and teachers, career related direction and alternatives. Some of them may have issues related to financing their education, expecting understanding of their world by teachers and parents, abuse and violence encountered at home and in other relationships at times. Idea is also not to see all apprehensions of students as ‘problems’ in medico-legal framework only, while not denying the existence of situations which need medical attention in terms of support from general medical practitioners and psychiatrists. Also developing capacity to gauge through situations and realize some of the problems of students may be transient in nature specific to their current phase of life and may be addressed accordingly. Awareness of legal knowledge gives them confidence and trust that there are avenues for redressal of the issues faced by them and people have sought justice earlier. At the same time as knowledgeable elders and teachers reflective of their own attitudes to problems of students and strive to be active listeners without judging them. Instead of being cynical towards a society in transition actively trying to bring in warmth, compassion and empathy towards each other in the institution and make it a little more better place than shrugging off in ‘survival’ response such as, ‘the world is unfair and everyone better be in tune with it’. Such responses from adults appear deeply callous to youngsters who are stepping into public life and look for trust-building responses. All work in the institution has to resonate it. This is the thrust of the IQAC effort. Protecting the ones who need protection and checking the ones who need to be restricted in responding in opposition to the institutional values. The feedback received from teachers is heartwarming and encouraging. At the end of the capacity building programme,

there were suggestions for a peer-teacher network to support each other in addressing the issues of students which sometimes cannot be addressed by a single teacher. There are a few other suggestions including the establishment of a wellness centre among other things. The revenue generated from the mentoring seminar is contributed as seed money to the proposed centre in trust of the society account of the college. The proceedings copy is available on the institutional website for everyone.

3. Feedback from students on institution, infrastructure and teaching-learning process is a more acceptable proposition amongst teachers resoundingly this year. It encouraged students to be collaborators in the process of learning rather than it being considered one-way interaction. It promoted expressing their ideas/suggestions which is not a conventional way of interaction with the teachers. While this has been in practice earlier also more specifically in the case of a few teachers and departments, it is more acceptable to the teachers since they too realized the opportunity for students to engage with constructive feedback and its potential benefits in terms of a meaningful engagement and self-growth for teachers too to listen to students. It is tentative progress for both.
4. Procedures and modalities: IQAC facilitated the practice of recording, maintaining and analyzing data related to student performance. Most departments have voluntarily taken it forward. IQAC has suggested procedures and modalities in certain areas for continuing with this process for their internal/departmental deliberation as a policy. Departments now review result analysis as a regular practice by going beyond highlighting the performance of a few students who did well or noting the pass percentage. Sciences, Commerce and Humanities suggested their domain/course specific reasons also for results of some students especially when some students switched their specialization after 12th Standard. They also noted the progression from first year to final year and had many qualitative comments in the form of anecdotes too. IQAC is also aware of the limitation of result analysis only through statistical tools to compare performance between different institutions as many teachers expressed. Hence identifying other factors which are unique to each institution are acknowledged and a close observation of our students in and outside the classrooms and documenting case studies of students and their progress is encouraged.
5. Mindful of the role and responsibility of IQAC, after two years of functioning, it has reviewed its own functioning. To be an exemplar to rest of the college, IQAC deliberated on the work ethics for its own members and selection of members in the larger framework of institutional responsibilities shouldered by teachers and on the 'Guidelines for the Creation of IQAC'. It is to develop standard operating procedures for the tasks which it regularly engages with based on the experience of last two years.

6. Institution is chosen as one of the 75 colleges/universities of India by MHRD to host, “Yeh India Ka Time Hai: Celebration of 70 years of Independence and 75th year of Quit India Movement. It was organized on 5th September, 2017
7. Secured at the all India level 15th rank in the National Institutional Ranking Framework of the Ministry of Human Resource Development , Government of India

CONTINUATION OF THE PRACTICES FOLLOWED IN THE PREVIOUS YEAR

8. 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 develop strategies for improvement after due deliberation within the department.
9. Continuation of institutional focus on undergraduate research, one of the best practices for past many years and maintain 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. Incremental progress achieved with the cooperation of corresponding societies, departments and support staff.
10. Promotion of traditional art forms to highlight cultural diversity sustained. Having regular interaction with departments and encouraging them to articulate vision, do SWOC analysis of their work and set achievable, incremental targets resulted in developing strategies for achieving them partially.
11. Individual members of the IQAC team are allocated specific roles to pursue progress with departments, societies and report back to the core team to appraise and revise strategies for improvement of quality dimension in the work which is being done by the institution. This formed the basis for identifying progress achieved and outlining work for the following year in terms of framing standard operating procedures for most tasks.

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
<u>Participation in the all India level National Institutional Ranking Framework (NIRF)</u>	Secured at the <u>All India level 15th rank</u> in NIRF, Ministry of Human Resource Development, Government of India.
<u>Golden Jubilee function on February 15, 2018</u>	A book covering 50 years of Gargi College was released on the occasion. 'Wall of Fame' on Alumnae unveiled by Dr. Pranab Mukherjee, the 13 th President of India
<u>Conferences/seminars</u>	<ul style="list-style-type: none"> i) Two-day International Conference titled, "Educational policy shifts in neo-liberal times: Core concerns and critical issues" in September 2017 by Department of Education in collaboration with IQAC. ii) Two-day National Seminar titled 'Mentoring the Teacher-Mentors: Capacity building Programme' in January 2018. IQAC collaborated with Departments of Education, Philosophy and Psychology. iii) Two-day seminar titled, Writing Women's History: Locating Visibility, Voices, and Agency by Department of History.
<u>Star College Scheme</u>	<ul style="list-style-type: none"> i) Progress report of STAR COLLEGE SCHEME presented as poster by Co-ordinator with colleague at the DBT Star College Scheme: 7th Expert-cum-coordinators meet held on 11th -12th April, 2017 at Doaba College, Jalandhar. ii) Department of Chemistry organised a three-day interdisciplinary seminar on "Exploring New Dimensions of Knowledge" from July 17-19, 2017. iii) Department of Botany organized a two-day workshop on "Analytical Techniques in Biochemistry" from 30th - 31st August, 2017. iv) Department of Physics organized a summer workshop which had lectures and hands-on session on topics such as Nanotechnology, interfacing of Physics experiments, PSpice and UV-Visible spectroscopy. v) Department of Zoology organized "Hands on Workshop on Bioinformatics" on 6th October, 2017 for B.Sc., Life Science students.

Plan of Action	Achievements (contd..)
	<p>vi) Visit to the Yakult Factory product formulation and packaging systems.</p> <p>vii) Visits to the Inter-University Accelerator Centre and Nehru Planetarium</p> <p>viii) Industrial visit to the Technology based incubator (TBI), University of Delhi, South campus by Microbiology students.</p> <p>ix) Faculty members of all the science departments mentored research projects funded under Star College Scheme.</p> <p>x) Faculty members were trainers cum subject experts for Research based pedagogical Tools based workshops under the the COESME, IISER Pune, MHRD, Newton Bhabha Fund and DBT.</p>
<u>Panel discussions, workshops, talks</u>	As planned and organized by departments and societies.
<u>Observation of Special Days</u>	<ul style="list-style-type: none"> • National Science Day • Ozone Day • World Biofuel Day • Republic day • Friendship day • International Women's Day • Swachha Bharat Pakhwada • Independence day • Constitution day • NCC day
	<ul style="list-style-type: none"> • Dr. C. K Khurana Memorial talk • 100th Birth Anniversary of Dr. AsimaChatterjee • Commemoration: Birth Anniversary of Charles Darwin • Tribute to Prof Stephen Hawking • Children's Day with special children
<u>Festivals and Inter college competitions</u>	<p>i) Annual Inter College Science Festival, 'SCINTILLATIONS, on 20th and 21st March 2018.</p> <p>ii) The Rolling Trophy (Shri B. R. VenkateshaRao Memorial Trophy) won by the Department of Microbiology for the seventh successive year.</p> <p>iii) Completion of 20 years by Department of Microbiology</p> <p>iv) Annual Cultural Festival by Student Council</p> <p>v) Festivals by all Department Associations.</p> <p>vi) Festivals/annual events by value building societies.</p>
<u>Annual student/department magazines</u>	<p>Each department publishes its own periodical/magazine. Distribution via e-version or printed limited hardcopies.</p> <p>College magazine; Annual Report and Prospectus</p>

Plan of Action	Achievements (contd..)
<p><u>Career Counseling Sessions</u></p> <ul style="list-style-type: none"> • <i>Placements</i> • <i>Internships</i> • <i>Talks</i> • <i>Workshops</i> • <i>Industry visits</i> • <i>Interaction with experts/scientists</i> • <i>Hands-on workshops</i> 	<p>Conducted/implemented by The Career Counselling and Placement Cell</p> <p>By various departments</p>
<p><u>Library</u></p>	<ul style="list-style-type: none"> i) Orientation to all first year batches ii) Student Competitions iii) Faculty workshops and talks iv) Book Fair v) Display of recent faculty research vi) Display of work on women and Dr B R Ambedkar
<p><u>Physical Education</u></p> <ul style="list-style-type: none"> • <i>To introduce Physical Education as a GE paper under CBCS for Semester-I & II</i> • <i>Gargi Olympiad Inter Stream Sports Competition (Intramural) and to introduce Futsal, a new game</i> • <i>Inter College Tennis Tournament collaboration with Jesus and Marry college</i> • <i>Inter College Cricket Tournament collaboration with Jesus and Marry College.</i> 	<ul style="list-style-type: none"> • Offered GE paper from Physical Education: “Introduction of Physical Education in the Contemporary Context” for Semester-I and “Fitness, Wellness and Nutrition” for Semester-II. • 286 students participated in Gargi Olympiad Intramural sports competition in various indigenous sports. • 10 colleges from D.U. from 31st October 2017 to 2nd November 2017. • 2 colleges from D.U. on 8th march 2018

<i>Plan of Action</i>	Achievements (contd..)
<ul style="list-style-type: none"> • <i>Selection trial of Volleyball (women) for under graduate course admission on sports basis</i> • <i>Training aid for sports coaching session</i> • <i>Repair the basketball court</i> • <i>Department Annual Sports Magazine</i> • <i>Provide a healthy and positive environment for all sports trainees</i> 	<ul style="list-style-type: none"> • Department has conducted the Volleyball Admission Trial for Women for Under Graduate admission on Sports basis in Delhi University on 26th June 2017. • Attecker-43, libero-43, setter-12 and universal-09. Volleyball training aid for specific skills • E-tender has been submitted to e-Procurement System Government of India-In process • Department published E-magazine to save the paper and discontinued hardcopy. • A total 188 students registered with a department in 15 sports disciplines.

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	03			
UG	21		01	
PG Diploma				
Advanced Diploma				
Diploma				
Certificate	01			
Others				05
Total	25		01	05

Interdisciplinary				
Innovative				

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

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	21 UG + 3 PG + 1 (Spanish certificate course)
Annual	B. El. Ed. and Certificate in German Language

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

Alumni Parents Employers Students

Mode of feedback: Online Manual

Co-operating schools (for PEI)

**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. Continuous feedback for improvement at the university level includes conferencing with teachers from the departments in colleges.

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. Hindi reading material is being explored. Core Committee reviewed most of the papers collectively and given feedback/comments for improvements.. Some courses/papers were sent to parent departments as a preliminary exercise before placing them in the Committee of Courses in due course of time. A meeting to this effect for sharing of translation work subject-wise (Linguistics/Mathematics/Social Science/Science/Mathematics) was organized at Gargi college.

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

Course : B.A.(Hons.) ECONOMICS

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
224* sanctioned	91	55	nil	70 (adhoc)

**tentative*

2.2 No. of permanent faculty with Ph.D.

108

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
48		49							

2.4 No. of Guest and Visiting faculty and Temporary faculty

Guest faculty

Visiting faculty

Temporary faculty

16

-

1

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	52	157	63
Presented papers	50	35	4
Resource Persons	10	47	18

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 only 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 activities cater to the curricular vision and connect with 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 as visualized by teachers.
- Organization of workshops/talks/debates which cater to the current advances in the disciplinary domains, demands of industry and mindful of institution's commitment to social responsibility.

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

- *India @70: Young Nation, Ageing Republic – Equal Opportunity Cell*
- *Relevance of Gandhi Today; Gandhi and Social Peace; Gandhian Ideology did not lead to Indian Indian Independence (student debate) – Gandhi Study Circle*
- *Power of positivity; Managing stress – National Service Scheme (NSS)*
- *Morality TV and the Loving Jihad (Indian-made documentary film); A woman alone; Seven steps around the fire (theatre); Safety (festival theme; Feminist Fridays (weekly open-house discussions)– Women's Development Cell (WDC)*
- *Tree walk (familiarization with trees growing in National Institute of Immunology, NII and Jawaharlal Nehru University, JNU campus) followed by discussion – Science*

SetuProgramme

- *Analytical techniques in Biochemistry; visit to Yakult factory with chemistry department; Biology undivided: Molecular insights; Why to grow and how to multiply plants – Botany*
- *Workshop on editing; Workshop on creative writing; Power (theme of the association magazine); Power and its manifestation in Society (lecture); Bilingual creative writing competition; Alternate Realities (festival theme); Logo competition for Navdrishti – B.A. Programme Association, Navdrishti.*
- *Nuclear medicine Theranostics Paving the path for personalized medicine (Lecture); E-sthetic Science artistry with an essence of Diwali (student competition event); Science as a career option (talk at NIGPR); talk on plant biotechnology – B. Sc. Programme Association, Zenith.*
- *Social media marketing: Expanding boundaries - Marketing Society*
- *Defence and Economics: Cooperation on foreign policy and security in 21st century(talk by diplomat);Workshop on public speaking; Special talk on good governance; Aadhaar: A necessity or invasion of privacy – Business Economics*
- *Exploring new dimensions of knowledge(inter-disciplinary seminar); An introduction to nanoscience and nanotechnology: big world of small things(memorial talk); Better living through green chemistry(tribute talk); Green chemistry for a sustainable future – Chemistry*
- *Unfolding GST; GST: An epoch making revolution(Seminar); My career goal – Commerce*
- *Issues in Indian Macro-economics(seminar); Kaunbanega Economist(Quiz format); Climate change; The Economic survey of India 2018(talks);Marginal attack of economics(game format); Lens-O-nomics(photography competition) – Economics*
- *Developmental Humanitarianism(talk by young researcher); Speculative fiction, Life writing and Poetry and art of delhi(three formats of creative writing); ‘Waiting for Guddu’, an adaptation of ‘Waiting for Gordot’(production by Performance club; ‘Bedtime story’ a retelling of Mahabharata(production by students, work-in-progress); Oedipus(watching performance followed by discussion); competitive event for film-making in progress; Participatory cultures(festival theme)– English*
- *Educational policy shifts in neo-liberal times: Core concerns and critical issues(conference which included presentation through skype by a participant); Mentoring teacher-mentors: Capacity building programme (with philosophy and Psychology departments); Story telling workshops by renowned performance story tellers; Language education; Science education; Mathematics education (talks); Linguistics(meet alumna); Meet the author(educator and mathematician; Physical education residential camp; History of Delhi: Lodhi Garden(heritage walk)– Elementary Education*

- *Essay writing competition (intra college event on birth anniversary of poets); Hindi meinrozgarkisambhavanaye(special talk); Madhyakaleenkavyameinmanavmulya(special talk on Sahityotsav day); Naagarilipitathaahindiprasikshan(Observation of AntahrashtriyaMatrubhasha divas)Hindi as techno-friendly language(workshop on e- tools available on raajbhashavibhag website) – Hindi*
- *‘Uncensored’(festival theme), challenging the curbing of free thought in political, social and psychological contexts; ‘Wall of free speech’, where students are encouraged to put up anonymous sticky notes expressing thoughts they could not share otherwise – Quiz society*
- *Writing women’s history: locating visibility, voices and agency(seminar); The Unschooled ‘R’: Religion and its many meta-narratives(festival theme); The specificities of Hinduism; Politics of religion and the writing of History; Devotional singing(student competitions); Laid to rest:The controversy over Subhash Chandra Bose’s death’(discussion on book); Purana Qila (on-going excavation with the support of Archaeological Survey of India, ASI) – History*
- *‘Applied Mathematics’, the application of mathematics in diverse areas weather forecasting, stock market, optimization, etc - Mathematics*
- *Microcosm: A vision beyond naked eye; The nuances of Bioinformatics, a network biology; Amylase of Bacillus acidcola: it’s progress and prospective’; Scientifica comic strip competition(interdepartmental event) - Microbiology*
- *‘Right to privacy’ and ‘Triple Talaq’ (lecture series on two landmark judgements; Impact of right to privacy judgement on LGBT rights; Right to privacy case: Implications for criminal procedure; The triple talaq verdict: Implications for personal laws; Menstrual concerns and sexual health in young people; Assisted reproduction: some ethical issues in the present times(festival theme)-panel discussion by medical doctor, advocate, sociologist and philosopher; Chinese philosophy, incest, prostitution, pedophilia and Manusmriti (some of the topics taken up by Mimamsa, the Philosophy society – Philosophy*
- *Nanostructures for societal applications; Titan, Saturn’s moon(talk at Nehru Planetarium); 200 years of History of Science(workshop at National Institute of Plant Genome Research, NIGPR); Exciting aspects of Nuclear Physics talk (at Inter-University Accelerator Centre, IUAC, on National Science Day); Celestial Science of the Universe(talk at Nehru Planetarium); Terrestrial Science in our daily life (interactive session at Nehru Planetarium); Work of Stephen Hawking(presentation as a tribute) – Physics*
- *Secularism in Contemporary India: Visions and challenges; Janamasanskriti (a performance of folk songs from different parts of India); India’s Dalit Revolution(documentary screening followed by interactive session with scholars in the field); A new phase in Dalit Politics in India (talk) – Political Science*
- *Fantasies in love, sex and politics(talk by a queer feminist activist); Interactive*

session on Pharmacotherapy options in the treatment of mental disorders (by a psychiatrist); Self: Expressions and Issues (festival theme); Exploring career options (talk); Open House on 'Depression' for all college students; Feminism in the current scenario (lecture); Expressive Arts Workshops (series by a certified Person-Centered Expressive Arts Trainer; Plagiarism in Research (Workshop); Holistic Development workshops – Psychology

- *Ayurveda mein Nari Tatva (lecture by Ayurvedic doctor); Jyotish Shastra ek poorna vignan (lecture); Sangachadwa – Sanskrit bhasan and Sanskrit gyan (festival); Sanskrit shlok (student competitions) - Sanskrit*
- *Biotechcellence: Insights and Innovations (add-on course); Immunology(talk); Bioinformatics(workshop); Ingenuity on Biological sciences(a lecture-cum-workshop); Evolution: A tale of two men! (commemorative talk on birth anniversary); Where evolution is leading us now?(theme of poster competition); Wanderers of Nature: Exploring Wildlife (symposium)- Zoology.*

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

36

2.10 Average percentage of attendance of students

80 %

2.11 Course/Programme-wise distribution of pass percentage:

Results of B.A/B.Com/B.Sc/(Hons.)/Programme I and II Yr (CBCS)

Academic year: 2016 – 17

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	51	5	7	15	17	1	
B.A. (H) App Psychology Sem II	51	3	14	12	14	2	100
B.A. (H) App Psychology Sem III	45	8	16	11	2	0	
B.A. (H) App Psychology Sem IV	45	6	12	16	8	0	100
B.A (H) English Sem I	57	17	24	3	0	0	
B.A (H) English Sem II	57	16	28	3	0	0	98.2
B.A (H) English Sem III	60	16	34	9	0	0	
B.A (H) English Sem IV	60	28	20	4	0	0	100
B.A (H) Hindi Sem I	43	8	24	10	0	0	
B.A (H) Hindi Sem II	43	12	17	7	1	0	100
B.A (H) Hindi Sem III	98	5	55	32	3	0	
B.A (H) Hindi Sem IV	98	16	51	23	2	0	98.9
B.A (H) History Sem I	50	7	18	18	3	0	
B.A (H) History Sem II	49	12	17	9	2	0	100
B.A (H) History Sem III	60	14	31	5	4	0	
B.A (H) History Sem IV	60	9	30	11	3	0	100
B.A (H) Philosophy Sem I	26	7	12	4	0	0	
B.A (H) Philosophy Sem II	26	4	12	5	0	0	100
B.A (H) Philosophy Sem III	24	5	8	7	0	0	
B.A (H) Philosophy Sem IV	24	3	6	10	1	0	100

Results of B.A/B.Com/B.Sc/(Hons.)/Programme I and II Yr (CBCS) (contd..)

Programme	Total no of students appeared	SGPA					Pass% *
		5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	
B.A (H) Political science Sem I	115	16	75	18	0	0	
B.A (H) Political science Sem II	112	12	66	30	0	0	100
B.A (H) Political science Sem III	95	24	50	15	0	0	
B.A (H) Political science Sem IV	95	16	54	19	0	0	100
B.A. (H) Sanskrit Sem I	42	20	7	0	1	0	
B.A. (H) Sanskrit Sem II	42	22	7	2	1	0	100
B.A. (H) Sanskrit Sem III	24	7	4	2	0	0	
B.A. (H) Sanskrit Sem IV	24	7	5	0	0	0	100
B.A. ProgSem I	179	21	82	59	7	2	
B.A. ProgSem II	179	22	81	65	4	0	100
B.A. ProgSem III	177	39	73	43	6	0	
B.A. ProgSem IV	177	40	63	41	8	0	100
B.A. (Hons.) Business Eco Sem I	45	7	11	13	8	2	
B.A. (Hons.) Business Eco Sem II	44	6	12	13	9	1	100
B.A. (Hons.) Business Eco Sem III	43	6	14	12	6	0	
B.A. (Hons.) Business Eco Sem IV	43	6	6	16	14	0	100
B.Com (H) Sem I	181	9	26	82	60	1	
B.Com (H) Sem II	181	17	53	75	29	1	100
B.Com (H) Sem III	127	7	20	35	53	11	
B.Com (H) Sem IV	127	8	17	33	37	28	100
B.Com Sem I	191	18	55	80	29	0	
B.Com Sem II	188	42	49	60	14	0	100
B.Com Sem III	181	25	55	56	30	1	
B.Com Sem IV	181	16	50	69	35	3	100
B.Sc (H) Botany Sem I	55	5	1	17	26	3	100
B.Sc (H) Botany Sem II	55	3	7	16	24	0	100
B.Sc (H) Botany Sem III	49	4	8	14	16	4	100
B.Sc (H) Botany Sem IV	49	2	10	16	11	7	100

Results of B.Sc (Hons.)/Programme I and II 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	32	0	1	3	12	13	
B.Sc (H) Chemistry Sem II	32	2	3	8	13	5	100
B.Sc (H) Chemistry Sem III	38	4	10	9	13	2	
B.Sc (H) Chemistry Sem IV	38	2	5	9	15	7	100
B.Sc (H) Mathematics Sem I	46	3	4	15	20	3	
B.Sc (H) Mathematics Sem II	46	1	12	11	8	12	100
B.Sc (H) MicrobiologySem I	23	3	3	7	7	0	
B.Sc (H) MicrobiologySem II	23	3	4	6	4	1	100
B.Sc (H) MicrobiologySem III	37	5	6	7	10	4	
B.Sc (H) MicrobiologySem IV	37	4	5	12	13	2	100
B.Sc (H) Physics Sem I	32	2	5	5	12	7	
B.Sc (H) Physics Sem II	32	2	5	6	11	7	96.88
B.Sc (H) Physics Sem III	32	2	3	4	9	14	
B.Sc (H) Physics Sem IV	32	2	2	8	13	4	96.88
B.Sc (H) Zoology Sem I	46	5	5	16	13	5	
B.Sc (H) Zoology Sem II	46	5	5	15	15	5	100
B.Sc (H) Zoology Sem III	47	3	8	12	16	7	
B.Sc (H) Zoology Sem IV	47	1	5	17	16	5	100
B.Sc (P) Life scSem I	71	6	19	24	16	0	
B.Sc (P) Life scSem II	70	4	16	21	17	4	100
B.Sc (P) Life scSem III	63	12	19	18	10	0	
B.Sc (P) Life scSem IV	63	3	11	22	19	3	100
B. Sc Phys ScSem I	53	6	13	18	13	3	
B. Sc Phys ScSem II	53	7	7	17	16	3	100
B. Sc Phys ScSem III	64	6	14	20	20	2	
B. Sc Phys ScSem IV	64	8	19	22	11	1	100

Results of B.A /B.Com/Hons./Programme Courses III yr

Academic Year : 2016 – 17

Programme	Total no of students appeared	Division				Pass % *
		Distinction	I	II	III	
B.A (P) II yrSem V	185	31	110	32	9	
B.A (P) II yrSem VI	185	16	129	29	9	98.9
B.A (H) Appl. Psychology Sem V	45	36	45	0	0	
B.A (H) Appl. Psychology Sem VI	45	24	41	4	0	100
B.A (H) English Sem V	64	0	33	19	11	
B.A (H) English Sem VI	64	8	34	24	5	98.4
B.A (H) Hindi Sem V	54	11	38	3	2	
B.A (H) Hindi Sem VI	54	0	48	6	0	100
B.A (H) History Sem V	52	1	15	24	12	
B.A (H) History Sem VI	52	0	12	21	16	94.2
B.A (H) Philosophy Sem V	28	0	17	8	2	
B.A (H) Philosophy Sem VI	25 #	1	14	9	1	96
B.A (H) Political science Sem V	154	5	135	12	2	
B.A (H) Political science Sem VI	154	0	111	38	5	100
B.A (H) Sanskrit sem V	40	4	14	9	12	
B.A (H) Sanskrit sem VI	40	7	21	11	4	90
B.A. (Hons.) Business Eco Sem V	44	11	32	8	2	
B.A. (Hons.) Business Eco Sem VI	44	8	29	9	2	90.9
B.Com (H) Sem V	129	74	119	8	1	
B.Com (H) Sem VI	128	59	120	7	1	100
B.Com Sem V	170	116	160	8	1	
B.Com Sem VI	169	89	151	15	1	98.8

28 appeared but result not declared for 3

B.Sc (Hons)/Programme Courses III Yr & B.El.Ed
Academic year: 2016 - 17

Programme	Total no of students appeared	Division				Pass % *
		Distinction	I	II	III	
B.Sc (H) Botany Sem V	76	49	71	4	0	
B.Sc (H) Botany Sem VI	76	43	70	5	1	100
B.Sc (H) Chemistry Sem V	49	33	48	1	0	
B.Sc (H) Chemistry Sem VI	49	31	48	1	0	100
B.Sc (H) Microbiology Sem V	53	21	47	3	3	
B.Sc (H) Microbiology Sem VI	53	20	48	0	1	92.5
B.Sc (H) Physics Sem V	29	20	29	0	0	
B.Sc (H) Physics Sem VI	29	23	28	1	0	100
B.Sc (H) Zoology Sem V	63	39	58	5	0	
B.Sc (H) Zoology Sem VI	63	35	58	5	0	100
B.Sc (P) Physical Science Sem V	66	40	60	5	1	
B.Sc (P) Physical Science Sem VI	66	26	60	4	1	98.5
B.Sc (P) Life Science Sem V	70	34	59	8	1	
B.Sc (P) Life Science Sem VI	70	32	62	6	0	97
B.El. Ed I yr	53	nil	38	11		92
B.El. Ed II yr	46	nil	32	10		91
B.El. Ed III yr	37	1	26	11		100
B.El. Ed IV yr	31	2	30	1		100

**Pass percentage is indicative of the result for that specific year (I/II/III) 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. Teachers are encouraged to take qualitative feedback for self-growth at the end of a semester.

- Emphasis is on healthy, participative academic exploration and learning from each other. Since experts in different areas are available within the college itself, internal resource-sharing is encouraged. That is, teachers as resource persons for workshops and talks in one another's departments.
- Reiterating the employability of the students, many sessions on relevant themes are organised by the placement cell and departments as well. This year in comparison to the previous more career oriented talks by professions/scholars/alumna were organized by departments for specific needs of their students.
- 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. College had a very vibrant teaching-learning process which is not confined to the four walls of a classroom. But recording each event or maintain notes/evidence of ICT remains a challenge. But with more conversation with departments, capturing, maintaining and storing data related to teaching learning process is a more deliberate process now. Departments have developed the habit of maintaining records of student performance and their self-growth.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	7
UGC – Faculty Improvement Programme	12
HRD programmes	6
Orientation programmes	7
Faculty exchange programme	-
Staff training conducted by the university	23
Staff training conducted by other institutions	27
Summer / Winter schools, Workshops, etc.	23+115(including students)
Others	42(mentoring seminar participants)

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	30	35	-	31
Technical Staff	44	18	1	15

Criterion III

3. Research, Consultancy and Extension

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

All departments have conducted seminars, workshops, conferences at state as well as national level, where eminent scientists and speakers have been invited to interact with faculty as well as students. This has provided a motivational force to continue and further carry out research in interdisciplinary areas.

IQAC encourages faculty members to apply for research grants. This year funding for research has been sanctioned by agencies such as UGC, Department of Biotechnology, Department of Science and Technology, and others.

College strives to provide adequate infrastructure to promote research. This has enabled faculty members to mentor Ph D, PG and UG students.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	5	5	-
Outlay in Rs. Lakhs	-		46,28,600/-	-

3.3 Details regarding minor projects:

	Completed	Ongoing	Sanctioned	Submitted
Number	-	1	1	-
Outlay in Rs. Lakhs	-	-	2,65,000/-	-

3.4 Details on research publications

	International	National	Others (State)
Peer Review Journals	44	29	-
Non-Peer Review Journals	-	1	3
e-Journals	8	-	-
Conference proceedings	67	18	-

3.5 Details on Impact factor of publications:

Range: 0- 16.79 Average: 1.5 (appx) h-index: 1 - 14

Nos. in SCOPUS – 40

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	2017-18	UGC/ICSSR	46,28,600	35,90,600
Minor Projects	2017-18	UGC	2,65,000	2,32,500
Interdisciplinary Projects	-	-	-	-
Industry sponsored	-	-	-	-
Projects sponsored by the University/ College	-	-	-	-
Students research projects (<i>other than compulsory by the University</i>)	Pathfinder projects, Projects under STAR-DBT & BIF-DBT			
Any other(Specify) Star College Scheme	2017-18	DBT, Ministry of Science Technology	12,42,764	12,42,764
Total	-	-	61,36,364/-	50,65,864/

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 : NA

3.9 For colleges Autonomy CPE DBT Star Scheme

INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy:

3.11 No. of conferences organized by the Institution: 12

Level	International	National	State	University	College
Number	2	2	1	1	5
Sponsoring agencies	FIGS NIEPA				Gargi College

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 lakhs

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
11	6	2	1	1	-	1

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 State level
National 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

- Yoga Workshop
- Seminar on Triple Talaq and Right to Privacy
- Seminar on Menstrual and Sexual Health
- Seminar on Mentoring the Teacher-Mentors: Capacity Building Program
- Blood Donation
- Children's Day with differently abled children from 2 special schools, 'Muskaan' and 'Tamanna'
- Friendship Day with senior citizens from 2 old age homes, 'Sandhya' and 'Aradhna'- 40 volunteers
- Cleanliness Drives in college under Swachh Bharat Abhiyan
- Clothes collection drive for the NGOs 'Goonj' and 'Family of disabled'-
- Newspaper collection drive
- Rally for Rivers
- National Unity Day ,awareness session and pledge
- National Voter's Day
- Awareness session on how to register for voter ID
- Tree plantation and drive at college and surrounding areas.
- Sapling distribution to spread awareness about importance of green plants

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	9.198 Acres			
Built up area (sq. m.)	(37224.306 sq.m.)			
Class rooms	39			
Laboratories	22			
Seminar Halls	1			
No. of important equipments purchased (\geq 1-0 lakh) during the current year	1			
Value of the equipment purchased during the year (Rs. in Lakhs)	Rs 1,35,700/- (software)			
Others				

4.2 Computerization of administration and library:

Cyber library has 09 PC for academic and research work purpose. Library has 09 PC and one server. Library is fully automated. WEBOPAC and facility of UGC INFLIBNET and access to DU Library Catalogue continued during the year. Gargi Library website <http://www.gargicolglibrary.webs.com> and online use of e-resources increased during the year for easy understanding and online access to Library resources and facilities. 617 books were added till March, 2018 making total of 74027 accessioned books in all. At present library has an asset of 381CDs and subscribed to 51 periodicals and 10 newspapers. Electronic Resource Management package for e-resources: User control provided by NLIST. The library subscribes to a large number of Electronics Resources through UGC-Infonet which includes e-resources (6,000+ ejournals and 1,35,000+ ebooks) and University of Delhi connectivity which includes Delhi University Library

System . It includes the Reference Sources, Bibliographic Sources, Statistical Sources, and Full Text Sources. A brief description of these under given resources including the Subject Coverage, Search Features, Database Services, Document Category, etc. are available through more information for the help of users. The given URL Address directly takes to the concerned database. For more details visit <http://www.du.ac.in/du/index.php?page=e-resources> available in the present library with Wi-Fi Library computer lab.

Approximately 2,22,153 books were consulted and loaned by users, which includes consultation of ref. sec. and excludes use of loose issues of periodicals. Approximately 73452 students visited library during the year till 31st March, 2018, which excludes faculty and non teaching staff. During the year approximately 17883 books were issued and 18126 books were returned till 31st March, 2018.

4.3 Library services:

	Existing 2016-17		Newly added 2017-18		Total	
	No.	Value	No.	Value	No.	Value
Text Books	721**	433675	585	352283	1306	785958
Reference Books	43**	167401	33	105091	76	272492
e-Books	97000+	As per available records, UGC Inlibnet and DULS#				
Journals\$	48	92966	03	21038	51	114004
e-Journals	6000+	From Inlibnet membership# and DULS membership				
Digital Database	-	-	-	-	-	-
CD & Video	355*		1*+25@		381	9054
Others (specify)	-	-	Syllabus 63 Ques. Papers 94	-	157	-

Membership fee-Rs 5900/-(college accounts): 118 gifted* along with book@

\$Journals (excluding newspapers including magazines)** Text books-659 Value-281354, Ref.books-105 Value 281354, Total no text books1244 value 633637 and Ref books 138 Value 424813.

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart -ments	Others
Existing	1796	3	Yes	3	-	20	47	5
Added	2					2		
Total	1798	3	Yes	3	-	22	47	5

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

- A networked community of teachers and administration exists for internal communication, to capture and maintain official records.
- College wi-fi service caters to around 4,500 members of the institution.
- For transparent purchase process including tendering related software is used.
- Students are continuously encouraged to use existing infrastructure of computer labs and projectors in the classrooms to give presentations.
- Website Committee made improvements in the capacity of the back-end servers to hold large scale information with the help of professional teams.
- Online tests are conducted by the recruitment teams from private sector through college Placement Cell. Computer lab staff are equipped to provide all support to the visiting team of experts and students taking the tests. Tests do take place on Sundays as well for optimum utilisation of existing infrastructure.

4.6 Amount spent on maintenance in lakhs :

i) ICT	:	Rs 2,99,661/-
ii) Campus Infrastructure and facilities	:	Rs 26,68,519/-
iii) Equipments	:	Rs 4,68,007/-
		(Expense of technology fund 2017-18)
iv) Others	:	Rs 75,09,218/-
Total	:	Rs 1,09,45,405/-

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Service

Institution has a culture of large scale participation of students in extra-curricular and co-curricular activities, making provision for scholarships to economically weak students and active career counseling and placement cell. IQAC tries to bring in more conscious ways of participation, annual planning, review of the work done, monitoring work-in-progress, sharing notes with comparable societies, setting benchmarks for future work, identifying points of support from the institution, recording of data on participation, prizes won and analysis for better utilization of human resources in consonance with the vision of a given society. Internal autonomy of operations with respect to departments and societies, while providing support / encouragement to the ideas of teachers and students is a major feature of the institution. Ensuring smooth, effective flow and access of information about the student support services is a priority. Prospectus, website, internal class groups, social media platforms of the college, library, courteous staff, approachable teachers are all instrumental in delivering that promise.

- Scholarships: Scholarships are provided to students based on criteria such as the income of parent/s. Scholarship committee puts up information on notice boards and scrutinizes applications. The availability of such information is shared in the college orientation and department orientations as well. Teachers too share this information with their students. Students sometimes approach their class teachers as well for information about financial aid, which is forwarded to the committee. In many cases, individual teachers or department as a unit too pool resources to support students. For excursions/educational trips college waives off travel expenditure for students, if there is specific request from a student/department.
- Institution provides ample opportunities to students for group work and individual leadership through department associations, class groups, student council and extra-curricular/co-curricular societies.
- Tutorials are held weekly which help in identifying the difficulties of students in understanding the subjects and for providing support in assignment work and making study material accessible.
- Industrial exposure: Each department organizes / provides exposure to students in a field which is its potential employer and also potential higher education avenues for their students. This includes visiting scientific / technology institutes of repute, manufacturing centers, factories, museums, excavation centres, visits to schools in the case of teacher education programme students, going for field visits, heritage walks, having interaction with scientists, people who manage business in corporate organisations, teachers in the case of students of teacher training programme,

journalists in print /electronic media, etc.

- Prospectus: Prospectus has comprehensive information on the fees, mainstream courses, value-added courses, placement opportunities, rules applicable related to assignments, etc. College website also provides information on courses, teachers, societies, anti-ragging information, Internal Complaints Committee (ICC), rules, ordinances, committees and is regularly updated. Updates on notice boards and college website provided to ensure active participation by students in various activities. Circulation of messages/information through Class Representatives (CRs) on media platforms limited to the class groups within college.
- Well stocked and maintained library is an asset. All fresh batches are given a tour and apprised about the access of services in the orientation organized by library staff. Display of new arrivals is done on the notice board near the entrance of library. Access to syllabus and question papers of previous years provided. Feedback is taken from the final year students to provide best service to end users.
- Placement cell organizes workshops and talks on preparation for competitive examinations. Student support for career guidance is also provided by the faculty members.
- Institution has alumni association and organises meet once in two years. Alumni are also invited to the college as experts/mentors to address the students and provide information about courses at higher education institutes and job prospects in various fields. All departments are in touch with their alumnae and both groups draw from each other.
- A medical room with a full time nurse available.
- Mentoring group of 25 students each to teachers of all departments is created. Awareness about student support system is done through one to one interaction.
- A meeting of IQAC members of the college with class representatives is held to apprise them of the student support services available. The class representatives in turn interact with their classmates on a one to one basis and also through media groups and brief them on the student support services of the college. Student Council is also in conversation with the CRs and office-bearers of the societies and associations. The following are some of the available student support services.
- Institution has about 25 societies which are passionately and efficiently run by student office-bearers under the guidance of teacher members and coordinators. All these societies are activities beyond curriculum yet converge to bring the best out of students. They add value to the education provided in college. All the societies present their profile in the college orientation and encourage first year students to join them. They open registrations to induct new members from all the years immediately after orientation and conduct interviews to induct new students. These openings are not

always limited to students who entered college due to their excellent performance in sports, dance and music under the extracurricular and sports quota. In some cases professionals are hired as consultants or coaches for some performing arts like choreography and street play to train them. It is a valuable experience to students. These societies offer wide range of options to students. Annual cultural day which is celebrated over a period of three days and annual sports day are proof of the initiative, leadership and creative imagination of all these societies. This annual festival is open to all students of University of Delhi. It offers constructive outlet for healthy competitive display of various activities. Annual inter-college Science Festival provides students a common platform to showcase their talent, imagination and creativity. Competing for the Rolling Trophy, Shri B. R. Venkateswara Rao Memorial Trophy, as it is called, is a tough fight between students of science departments.

- In addition to the cultural societies, each department has student associations which plan and organize yearly departmental festivals under the guidance of teachers. Many departments have internal societies which offer more scope for students to participate within a department space which can be less daunting for some students. All these activities provide examples of leadership, participatory culture and democratic temperament encouraged by the institution.
- Student mentorship: Every student of the department has a teacher-mentor who meets the students in a group of 16 -25 students. Students are encouraged to discuss their problems with a complete assurance of confidentiality. For sending information, social media groups for each class are created with students and teachers. Class representatives manage these conversations under the guidance of teachers. It is also a democratic platform for students to express themselves. All information about assessment, course structure, a peek into college life, facilities and scholarships is done with every class in the college and department orientations. Notice boards display student work, information related to timetable, internship groups, project groups, festival information from other colleges and departments.
- Support to extra-curricular students: Departments, teacher coordinators and student coordinators of societies had extensive discussions facilitated by teacher coordinators of Student Council to develop modalities for ensuring a fair attendance policy and supportive / flexible environment in matters related to submission of assignments based on the nature of the course for students of extra-curricular societies.
- All efforts are made by the faculty members to supervise the students on academic matters, and if required for their progression students were counseled on non-academic matters also.
- Feedback mechanism put in place through student feedback form by individual departments as well. Qualitative feedback from students is taken by a few individual teachers for self-development.
- Peer learning is promoted within and outside class rooms. Team learning is facilitated

through project works. Guided teaching and guided assignments, group discussions, presentations, viva, seminars etc. promote meaningful learning. Remedial classes are held for students requiring additional help.

5.2 Efforts made by the institution for tracking the progression

- College has placement cell which is efficiently administered by student office bearers under guidance of teacher-mentors. Departments also organize placement and higher education awareness sessions. Resume writing workshops were held by some departments in addition to the efforts of college placement cell. Awareness about the relevance of skills like communication and ICT are given from the very first year to each batch by teachers during their regular interactions in and outside classrooms. Career grooming sessions by Placement cell and English language skills by English department are organised.
- Efforts made by the institution for tracking the progression of the current students: Tutorials are held that help in identifying the student level of understanding of the subject. She is then assisted as required.
- All departments track comparative performance of their students with reference to earlier year and with the performance of institutions in the neighborhood. For pass percentage please refer criterion 2.11
- Student progression for current students by departments: TICs of the department conducts a meeting with the faculty members to discuss the progression of students in October for odd semester and March for even semester. Subject teachers are asked to identify the students who have difficulty in coping with their respective papers. Such students are encouraged to interact with the teachers on a one to one basis for clearing all their doubts. Absence of a student from the college for more than two weeks is paid attention to. Usually the subject teacher or TIC informs the parents through phone.
- Monitoring of student attendance and comparable academic performance helps in identifying students who need more support. They are advised, cautioned/briefed about consequences. Mentoring groups also ensure in helping students set their long term and short term goals, time management, timely submission of assignments, seeking help in need, conference with parents, accepting undertaking for future, etc.
- In order to facilitate the three major objectives of providing guidance and support in the areas of placements, internships, career guidance and providing higher education options to students, placement cell takes up the following activities. These activities are generally provided in the form of career talks, grooming sessions addressing effective group discussions, personal interviews, CV- preparation sessions. Placement cell also facilitates link with central placement cell, University of Delhi initiative. In reaching out to students, placement cell team uses ICT extensively.

- Students are encouraged to join college alumni association before completing graduation and take active interest in their alma mater through mentoring current students, share their journey of progress and knowledge, providing financial support to students in need. They are also encouraged to be in contact with their teachers for any assistance in terms of informal support towards higher education and research. University of Delhi's statutory provisions allow for teachers to be research guides in the parent departments while working in the institution. Alumni do approach teachers for both formal and informal support in research and for reference while applying for higher education.
- Some departments maintain record of all outgoing students which include their addresses, e-mail ids, and phone numbers. Some departments have their own departmental page and groups on social networking sites and for each batch there are one or two nodal persons who regularly update about their progress. Some departments track the progress through alumni groups and through their personal interactions with the alumni.
- Alumni are provided with transcripts on demand.
- Alumni database is maintained and is regularly updated by the Alumni association of the college and departmental associations in multiple ways. 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 Day and Annual Day by institution and invited by departments as well. Departments also track the progress of their alumni independently. All departments have their own alumni groups. It is mostly done through ICT-enabled collection, recording and updating mechanisms which include personal interactions, regular surveys by teacher-coordinators/student coordinators/alumna coordinators. Outgoing batches are also encouraged to be in touch with the college and department voluntarily. They are encouraged to contact teachers for any support which they might need for applying for research, etc. Some alumni come back for reference, informal career guidance or mentoring for doctorate proposals. Annual updates on graduating students, their current occupation and welfare are done by some departments. Google docs are circulated on the email IDs of the students once they pass out from college to track their progression.
- Long Strider, an award in recognition of their excellence in higher education of their chosen field, is instituted by Dr Hema Raghavan, earlier head of the institution.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
1460*	52		-

*first year students

(b) No of students outside the state

(c) No. of international students

Student Diversity (Women only)

Last Year (2016-17) – Iyr Students						This Year (2017-18) – IYr Students					
General	SC	ST	OBC	PwD	Total	General	SC	ST	OBC	PwD	Total
920	197	78	351	11	1547	869	210	75	352	6	1512

Demand ratio %

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

Dropout

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

Awareness sessions of the pattern, preparation and soft skills for students who want to get into the civil services sector, banking, social service and aviation.

No. of student beneficiaries

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 counseling and career guidance

The career counseling and placement cell plans the annual calendar to facilitate placements for final year students, internships for interested students of all years, career guidance sessions, grooming sessions and sessions for competitive examinations.

Internships

- A total of 100 companies offered internships to students. Some of the renowned companies among them are Eat My News, Google, KPMG, Qrius, DU Insights, People Kapital, OYO, Outlook Magazine, Internshala, IDBI Federal Life and Triedge. This year there were articleship opportunities for the students pursuing Chartered Accountancy from companies like Nitya Tax Associates and KPMG. On an average, 5-8 students were selected for each internship opportunity.
- The duration of the internships varied from 10 days to 12 months (part time).
- **Profiles:** Profiles offered for these internships ranged from Content Writing, Campus Ambassador, Social Media Marketing, Research and Training Intern, Business Analyst to Marketing and Partnership Intern, Business Development, Sales Intern, Social media marketing, Photography, Graphic Designing, and Teaching, etc.

Placements

- **Organisations:** A total of 40 companies offered placements to the students of our college which included EY GDS, KPMG India, Amazon, NIIT, Inshort in the field of risk consulting, business operations, audit & tax and content writing.
- There was a host of new additions in this academic year to the list of companies including Deloitte, PWC, ITC, in the field of hospitality management, Josh Talks, which offered the highest package, EZ Mall, a Zee Corporation start-up that offered recruitment as a TV host, FIS Global, that provided recruitment at Google AdWords, Jamboree, which is one of the leading coaching institutes, Indian Express, Piramal Foundation, Square Yards, Indiannica, Capgemini among others. There were companies like MedalHunt offering recruitment in the field of sports too.
- **Profiles Offered for placements:** The various profiles that were offered by these diverse companies include Audit, Assurance, GRCS, Tax, Assistant Manager, Actuarial Analyst, Content Writing, Proof reading, Trainee editor, Business Consultant, HR Trainers, Teachers, Research Associates, Data Researchers, Actuarial Analyst, Program Leader, etc.

Seminars

- Sixteen seminars were organised for grooming, awareness and career guidance. Organisations which visited include Teach for India, Gandhi Fellowship, Feeding India, Make a difference, ISDM, EY, Vedica, Modi University, Mindworkzz, Young India Fellowship, I am a teacher, Asmat and GramyaManth.
- These seminars catered to a wide variety of students across fields like Microbiology, Zoology, Political Science, Physical Sciences, Economics, Commerce and B. El. Ed.
- The topics of the seminars/talks/workshops were on higher education, fellowship program, preparation for UPSC exams, Life skills, volunteering, stress management, youth alliance, diploma courses, corporate social responsibility, social entrepreneurship, etc. There were seminars that were course specific as well as sessions which were open for all the courses and years.
- In addition to the efforts of placement cell, each department attempts to provide specific inputs on career guidance and higher education opportunities through special talks and connecting with alumnae.

No. of students benefitted

1866

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
40	461	81	21 (through placement cell)

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

5.8 Details of gender sensitization programmes

- Women's development cell, Unmukti, has a team of gender champions from various courses who play active role under the guidance of teacher-mentors in realizing the vision of the cell.
- WDC initiated a weekly open-house discussion format called Feminist Fridays. It is a forum for students to consider themes of relevance to them. Gender champions intensely research subjects under the guidance of teachers and then lead the house through an intense discussion.
- Some of the seminar themes which were taken up this year are sexuality, morality, love jihad, politics of representation, intersectionality, social construction of

femininity and masculinity in the context of India, safety, challenges faced by women in the digital era, delinking of discourses of morality from discourses of safety, gender-based violence and discrimination.

- The formats for the transaction of the above mentioned themes are discussion, screening documentaries, films, theatre, vignettes, software tools, talks by invited speakers, display of information on the notice boards, sharing information through posters, social networks accessible to the students and through groups specifically formed to play an active role in the work of WDC, mail and messages.
- In furtherance of their common cause this year WDC collaborated with organisations such as Sukhmanch Theatre, Kashish Forward, UNICEF India, CDAC, Hyderabad, e-governance division, Ministry of Electronics and Information Technology, Government of India, Enfold Proactive Health Trust, GMR-DIAL, Knowledge Consultants, NDTV and Safetipin.
- In addition to the highly visible work as mentioned above, there is an equally significant dimension of work by WDC which by nature of its activity is invisible. It provides students access to counseling, arbitration, referral and support in matters of personal violence they may be facing. A significant number of students approach the committee seeking continuation of support sought earlier, or for fresh matters involving various forms of gender-based violence.
- Interactions for realizing the objectives of gender sensitization are not limited to WDC activities alone. They happen within and outside the boundaries of curriculum in all the courses, through department-initiated workshops, annual festivals and interdisciplinary seminars. Pl refer 2.6
- A two-day seminar by department of history titled ‘Writing women’s history: locating visibility, voices and agency’ included presentations by teachers from Gargi college, Jawaharlal Nehru University, Ambedkar university, University of Delhi, Centre for Women Development Studies and Jesus and Mary College.
- A two-day national seminar titled ‘mentoring teacher-mentors: a capacity-building programme’ was organized in January 2018. Some of the themes were, ‘navigating sexuality, gender and socialization’, ‘the tapestry of socio-cultural identities, abuse and violence: issues and resolution’, ‘legal literacy: basic knowledge of Indian legal procedures for young adults’, ‘understanding the dynamics of counseling’, ‘active listening, conscious reflections’. Distinguished speakers of the seminar included educationist, independent activists who work with youth, senior advocate, professional educational counselor and psychiatrists.
- The department of philosophy organized a series of lectures on landmark judgments decreed in 2017 by the Supreme Court. These included a talk by professors and practitioners of law on ‘Triple Talaq’, ‘Right to Privacy’, and Queer politics in Law in India. Sept. – Oct. 2017. One of the focus points was how these judgments would affect women. A talk by a gynecologist on ‘Menstrual and Sexual Health in Young Women’ was also organized. Students also repeatedly broach discussions of law,

morality and health with specific reference to sexuality and sexual orientation. It also included queries and problems related to sexual health like contraception, abortions, Polycystic Ovary Syndrome (PCOD), morality etc.

- Department of Psychology invited queer feminist activist who spoke on ‘Fantasies in love, sex and politics’, ‘Self: Expressions and Issues’ and ‘Feminism in the current scenario’.
- In the Pathfinder competition held this year a group of students worked on a research project titled ‘Menstruation Leave as an HR Policy-Impact & Solutions’ by Commerce students. The final presentation of Pathfinder projects is attended by a large number of students.

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	91	7,56,500
Financial support from government	101	Paid by DST , Central and state govts.
Financial support from other sources	47 +19	Delhi Admin + Private bodies
Number of students who received International/ National recognitions	2	Rs. 200000/- (LAMP Fellowship) + Rs. 9,45,000 (\$15000) for ICP-Bard Master’s in Fine Arts (ICP, New York,USA).

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. Departments are also vigilant and take continuous feedback from students and bring it to the notice of administration for redressal. Given below is an exemplar citing from one of the departmental reports. *‘Lack of comfortable seating arrangement and projector in one of the rooms made it difficult for students to sit through the entire day and to utilize multimedia supplements to classroom teaching. Both the problems were addressed and new chairs with back cushion and seat cushion were bought. A new projector was installed in the classroom for maximizing benefit to the students and making state of the art technology available to the faculty and students for creating a conducive and productive teaching environment in addition to the existing infrastructure. Lack of air-conditioned Labs and classrooms and recreational space and prayer room were some other grievances’.* Some of these grievances are being addressed. From the perspective of institution, it is a mark of decentralized effort with respect to providing the best for students from the departments. It is an example of shared responsibility.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Each department and society articulated the vision of their programme and activities. This has sharpened the focus of academic and co-curricular work.

- 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. Citing a departmental report, ‘Collaborating with other institutions both nationally and internationally for mutual evolution and broader range of exposure’. Establishing an ‘Action Research Center’ to encourage interdisciplinary coordination and dialogue.’
- 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 cultural and value-building societies. Grooming of students for leadership roles, mentoring through working with them in societies is evidenced by the work of forty-six societies, associations and their activities.
- 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 2.6 for substantiation.

6.2 Does the Institution have a management Information System?

It is ensured information is circulated and sent through mailing system and other social media platforms to all stakeholders. Most of the information on students, , administration and finance is computerized. Library is completely computerized. Avenues for an elaborate architecture of MIS are being explored.

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. 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, bring in their reflection of classroom interaction and it 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 the process of curriculum development at this level as well.
- SEC & GE papers are offered to the students that increase employability.
- Departments also organize seminars, lectures and talks to enhance the link with the contemporary world. This exposure enables students to the diverse paths taken by experts in different fields brings them close to the world beyond books.
- Curricular material prepared by teachers to enrich online material is available for students. Preparation of question banks, lab manuals and case-study materials was also done. Teachers are mindful of diversity among learners while exploring reading material.
- Regular feedback and discussion from students and faculty members about the strong and weak points of the curriculum and communicating the same to the Head of the Department at the University for improving upon the newly introduced CBCS,
- 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, Political Science, Hindi and English) within the college are involved in the process of curriculum development. Many teachers are leading different subject teams. As a mark of the deliberative process, all teachers who have been engaged with teaching the programme have been approached for their suggestions.

6.3.2. Teaching and Learning

- Extensive usage of ICT enabled classrooms, watching of documentaries and videos, as well as interaction with guest speakers are used as teaching tools other than lectures to impart subject specific skills and understandings.
- Student centric learning through e-resources
- Substantiation and augmentation of learning experiences through mandatory assignments and discussion, in all subjects.
- Nurturing the culture of knowledge acquisition through wider self-exposure to newest information through the library and on-line materials. Pl refer 2.6

6.3.3 Examination and evaluation

- University prescribes the procedures and guidelines for conducting examinations

in college. A team of three 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. The practical examination is conducted with internal and external examiners. Many senior science teachers are external experts to practical examinations in other institutions.

- Faculty members follow communication received from University related to examination and evaluation process.
- 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 and other expenses. University encourages sharing of research findings through the university research journal.

At the institutional 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 programmes 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. Initiatives of some departments include encouraging students to write original term papers.

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 - University announced 'University Research Grant for College Teachers: Innovation Projects'. It called for applications from college

teachers. Teachers collaborated to submit their research proposals this year as well. New format has been developed this year. Entire process of application, screening, progress and final report submission is online. Results to conduct research are awaited from University.

- Projects under Bio- Informatics
- Projects under Star College Scheme: Faculty members of all the science departments mentored research projects funded under Star College Scheme. The students and faculty were actively engaged in carrying research and presented results in various conferences and seminars. Research papers were published in International Journals such as Current Applied Physics and Physics Status Solidi A. Also faculty members were trainers cum subject experts for Research based pedagogical Tools based workshops under the COESME, IISER Pune, MHRD, Newton Bhabha Fund and DBT.
- Annual Scintillations: The Annual Inter College Science Festival, ‘SCINTILLATIONS, on 20th and 21st March 2018. It provides an important avenue for helping students to develop a passion for inquiry and a better understanding of the world around them. All science departments of the institution collaborate to organize it and it is one of the most exciting events looked forward to by both teachers and students of science programmes.
- Award winning Pathfinder projects: Humanities: Media constructed humour among Youth; Commerce: ‘Menstruation Leave as a HR Policy – Impact and Solutions’ and Protecting Youth from Depression: The Need of the Hour’; Science: From Waste to Essentials- A Green extraction of Limonene Oil from Waste Fruits Peels and Studying its Nematicidal, Antifungal & Antibacterial properties.
- Project by Enactus (Society): Enactus Gargi worked on giving shape to two projects: Rachna and Udayachal. In order to diversify these projects students did extensive research, conducted surveys and workshops in various communities from July to December. During this time project Rachna was initiated in a new community at Jharsa, Haryana. At Jharsa, the team collaborated with an NGO named Eco Lib and adopted a group of fifteen underprivileged women. Under this project, students trained women to design and create hand-made utility products and helped them earn a sustainable livelihood from it. They also trained and helped women to market the products. Students displayed these products at various events such as Zistatva, Reverie, Shaheed Sukhdev College of Business Studies fest, Ernst and Young Gurgaon office, etc. The second project Udayachal deals with the production and marketing of low cost sanitary napkins. It was initiated to provide source of livelihood to another set of women and work towards eliminating the problems emanating from lack of menstrual hygiene and other related health hazards. Students also surveyed around 300 households each in various communities like Bandhwari, Kaushambi, Jharsa, Hapur etc., and organized awareness workshops on mensural hygiene and

distributed free sanitary napkins to women in these communities.

- Student collaboration with research projects of teachers
- Projects in the curriculum: Citing a departmental report, 'All 45 third year students were offered research based projects which is an optional paper to help them develop research acumen and vision'. Topics are given below.
- Exploring the relationship between empathy and stress amongst college students
- Comparing the positive attributes of hope and optimism amongst musicians and non-musicians
- Stress and coping in professional musicians and music teachers.
- Exploring gender differences in the perception of colour in relation to mood
- Exploring the cultural differences in empathy and materialism amongst the Turkish and Indian young adults: a cross cultural analysis
- Exploring informational identity style and attachment to mother and father among urban youth
- Exploring self-efficacy and coping in type 2 diabetic patients
- Understanding romantic relationships among high school students.
- The relevance of social-emotional learning as a part of mainstream school curriculum.
- Understanding the role of support groups in recovery and drug relapse prevention.
- Exploring gender differences and the tendency to forgive, levels of happiness and psychological well-being.
- A comparative study of self-esteem and quality of life among working and non-working women.
- Understanding the perception of beauty among the sighted and visually Impaired.
- Understanding motivation behind volunteerism.
- The well-being of the LGBT community of India: self-concept and life satisfaction.
- To explore the family environment and self-image of slum dwellers.
- Relation between Perceived social support and binge watching and feelings associated with it among young adults.
- Negative emotions and coping in visually impaired.
- Study of factors affecting life satisfaction among Indian students.
- Stress & challenges faced by high school teachers.
- College adjustment assess and life satisfaction amongst students boring with family and out station students in Delhi.
- To assess character, strengths,virtues and psychological well-being among NCC and non-NCC females in the institution.
- Effects of self-esteem on anxiety among college students.
- Resilience and well-being in the armed forces.
- Aggression and loneliness amongst college going Indian youth.
- Exploring the relationship between emotional intelligence and thinking styles based on brain hemisphere dominance.

- Exploring “Hook Up” culture with relevance to sexual gratification and its effect on the level of commitment.
- Exploring the personality traits respect to body image among college students.
- Assessing and comparing the family relationship dimensions of substance user and non-user youth, Churachandpur, Manipur, North-East India.
- Van Gogh through the Ears; A Holistic analysis.
- Relationship between self-esteem and ink body art.
- Academic procrastination and personality traits.
- The case of KhabarLahariya; understanding critical pedagogy through and existential and Humanist perspective.
- Comparing the stress levels: and Identifying the stressors and coping among working women and Homemakers in India.
- The relational world of substance abusers; NEO-FFI and Rorschach profile.
- The big five and the quest for spirituality: personality and beyond!
- The Experiential world of Hijras: comparative self-esteem as Rorschach profile.
- I wish, I am, I feel: Exploring day dreaming, personality and emotionality.
- Exploring perfectionism, depression and anxiety across Turkey and India: A cross-cultural analysis.
- Study of Hopelessness and suicidal ideation on substance abusers.
- The Anxious complex world of a HIJRA! Rorschach Profile and comparative analysis of anxiety in the transgender Hijra community.
- Explore the clinical anger and anger management techniques in youths.
- Attachment style, emotional intelligence and life satisfaction ; Exploring the relationship cross gender in college going youth.

Some students are engaged in extramural projects outside the curriculum. Two papers have been accepted at a very reputed peer reviewed international conference. Department of physical education conducts research on sports students every year and publishes the data in reputed journals.

Please refer 2.15.

6.3.5. Library, ICT and Physical Infrastructure/Instrumentation

Library

Library organizes different types of programmes from time to time to train the library users to finding and evaluating information. They include Library workshop, Information Literacy Program, Quiz, Book Fair, Book discussions, etc.

- Workshop on h-index: Library conducted a workshop on “h-INDEX” for faculty members and final year students on 9th March 2017.
- Workshop on Plagiarism: Organised workshop for students and faculty members on "What is plagiarism and how to avoid it" on 13th oct, 2017.

- Displayed recently published work by Faculty: Gargi College Library exhibited published work of Faculty from 9th March to 12th March 2018. Approx. 20 Books and 74 Articles were submitted for display which was visited by 1310 students during the exhibition.

DLA education and training program

Library organized library Orientation Program in the beginning of session on 24th to 28th July 2017 to increase awareness and trained the new library users to the collection and services available along with finding and evaluating information by themselves.

- Career discussion events with final year students on 12th Sept, 2017.
- Learning to Learn Series in which information is provided to faculty member through E-mails.
- Library organized Book Fair during October, 2017, for students and faculty.
- Library conducted general quiz
- Library displayed 150 books on women titles for students, faculty and non-teaching staff on 8th march 2018 on the occasion of Women's Day.
- Designed and developed website for Library: www.gargicolglibrary.com
- Created face book page Querencia for users.
- Displayed books on Dr. B.R. Ambedkar during October, 2017.
- Communication through mail to the faculty and encouragement to library users for the use of electronic resources available at UGC- Inlibnet and at DULS through library programmes.
- Supporting students with previous year question papers and syllabus.
- Alumni provided with transcripts on demand.
- Display of New Arrivals, admin control and coordination of N-LIST program to provide user ID and passwords to faculty.
- Feedback is taken from the final year students to provide best service to end users.

Continuation of some other initiatives of the library:

- Book club
- Suggestions for feedback from students in a register and acting on them
- Weeded-out books for sale in the college.

- 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
- Inflibnet 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.
- Approximately 2,14,420 Books were consulted and loaned by users, which includes consultation of reference section and excludes use of loose issues of periodicals. Approximately 71,457 students visited library during the year till 19th March, 2018, which excludes faculty and non-teaching staff. During the year approximately 16,981 Books were issued and 17,116 Books were returned till 19th March, 2018.

Information and Communications Technology (ICT)

- All classrooms in the institution are equipped with projectors to enable usage of ICT for teaching-learning activities.
- 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 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.
- Placement cell uses ICT optimally for its day-to-day functioning.
- Students are encouraged to use ICT for classroom and research presentations. Some departments use it for assessment. Recognising some departments, while encouraging the usage of ICT by all students, it is used as a non-evaluative skill.

- Most of the work in administration, finance (GEMS) and communication with teachers is through ICT.

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. Books are procured on request by teachers and students.

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

Head of the institution through staff council and departments identifies people who have strengths and gives responsibilities in that area for the better management of the institution. Junior teachers mentored by senior teachers. Peer mentoring culture among teachers exists especially while working together in societies and committees. Awareness exists regarding the aptitude, interest and inclination of teachers in specific areas. While teachers gravitate towards societies of their interest, they are encouraged to work in areas which are new to them, learn and contribute to the growth of institution.

- 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.
- Faculty members are provided leave to attend refresher and orientation courses.
- Lab staff is encouraged to participate in workshops and training programmes organized both within and outside the college.

- Department of Physical Education and Sports Science organizes events for teaching and non-teaching staff from time to time.
- Staff members are honored on Annual Day function when they complete 25 years and 40 years of service in the institution.
- Teachers are nominated for the 'Meritorious Teacher' award given by Government of NCT of Delhi in recognition of their merit and contribution to the institution.

6.3.7 Faculty and Staff recruitment

Same as adopted by university and enforced by UGC.

6.3.8 Industry interaction/collaboration

- The Science Setu program is a scientific collaboration between Gargi College and National Institute of Immunology (NII) with the main objective of motivating more bright young minds to take up a career in science. The program involves interaction of scientists of the Institute with the students and faculty members. This year fifteen students from Departments of Botany participated in Tree Walk organized by National Institute of Immunology (NII) in October 2017. The students were familiarized with the trees growing in NII and JNU campus. The walk was followed by scientific discussion relating to phenology and the impact of trees on environment.
- 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.
- Add-on courses designed on the policy of employability and collaboration with industry.
 - **Biotechcellence: insights and innovations**
 - **Advertising and marketing communications & banking and financial service**
 - **Mass communication**

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 Admission quota as permissible by the university Medical facility
Non-teaching	Day-care centre, Medical facility, freships for wards of staff. Admission quota as permissible by the university.
Students	Student scholarships. Fee waiver for PwD students.

6.5 Total corpus fund generated in Rs. 14,32,87,250/-

6.6 Whether annual financial audit has been done

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No		No	
Administrative	Yes	CAG Delhi Govt.	Yes	Auditors 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 e-magazine, *Manaswini* is published every year and e-copy is sent to all registered 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.

Anecdote of a session: The Chemical Society organized an interactive session on “*Law as a career option*” with one of the department’s alumni on August 23, 2017 in a rare career move. Excited students peppered her with curious questions regarding the opportunities in pursuing law as a career after a background of chemical sciences, the challenges faced, preparation, preferable institutions for the path etc. The alumna was very gracious in her answers, satisfying everybody’s enquiry, besides sharing her memories and funny anecdotes from her college life, making the event fun filled and bright.

- Many alumni donate their books to be distributed to needy students.

Another instance of alumni-college linkage: Citing a departmental report, ‘One of our alumni (does not want to disclose her name) working in PDF University of Kentucky, Lexington, Kentucky, USA is financially helping one undergraduate student. *Pl Refer 5.1*

6.12 Activities and support from the Parent – Teacher Association

- No formal Parent-Teacher Association exists. Teachers are in touch with parents regarding any major issues that the students face in and outside college.
- Interaction with parents on Orientations day, Annual Day, attendance shortage, whenever necessary while tracking students.

6.13 Development programmes for support staff

- Two-day computer training given to staff by teachers.

- On August, 30, 2017, the Chemical Society organized an educational seminar on the topic of “Laboratory Glassware” for students, teachers and lab staff of the Chemistry Department. The lecture cum interactive session was held with the invited expert from Borosil Glass Works Ltd.
- Two of our laboratory staff, Ms. Manju Sati and Mr. Raman attended a workshop on Instrumentation, organized in Rajdhani College, Delhi university on 23rd March 2018.

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

Awareness Programmes and Student Events

Avni, the eco-club team of the institution which includes students and teachers team members are encouraged to attend the awareness programmes and workshops organized by Department of Environment, Delhi Secretariat and other governmental and non-governmental initiatives to gain awareness, share with the team members at college to initiate drives and campaigns to make campus eco-friendly area. These initiatives include student-driven campaigns, ecologically conscious individual living practiced by many teachers and students and department initiatives.

Advocacy

- * ‘Clean your campus’ drive organized by Avni team at Gargi College : On 29th September, 2017, seventy-five students and 10 teachers along with the head of the institution took pledge to extend their support to the ‘Swachhata Hi Seva’ movement in the days leading up to ‘Gandhi Jayanti’.
- * Students participated in a Workshop organised by Department of Environment on "Prohibition on open burning of any kind of material - A Small Step Targeting Big Impact" on 14th September 2017.
- * Distribution of free saplings in collaboration with Gargi Garden Committee was organised on 14th September, 2017. Many delegates of the ongoing international seminar along with teachers, non-teaching members and students availed saplings. Sixteen varieties of flowering and non-flowering plants cultivated and multiplied in the campus were given away. It includes plants used for landscaping, ornamental purpose, air purifiers, easily growing houseplants and plants for medicinal and religious usage.
- * Students attended workshop on "Water Bodies of Delhi and its Conservation" at Urdu academy as part of the celebration of ‘World Wetlands Day’ on 2nd February, 2018. It was organised by the Department of Environment in association with Delhi Parks and Garden Society, Govt. of NCT of Delhi.
- * Plantation drives and free distribution of saplings were organized with the continuous support of Department of Environment, Delhi Government.

- * Student initiatives include appealing, encouraging peer group to switch off lights and fans when not in use.
- * Newspaper collection drive of NSS initiative is an on-going effort.
- * In some departments, E-books are shared by teachers over email with students.
- * Many of our alumni donated their books to be distributed to the needy students.
- * On August, 10, 2017, Department of Chemistry organized “World Biofuel Day”. To remind the students of their duty to the Mother Earth, the department also organized the events of slogan and essay writing competition.
- * To spread the awareness about the depletion of ozone layer and in the search for solutions to preserve it, the Chemical Society organized “World Ozone Day” on September 16, 2017. Chemical Society organized the events of eco-friendly greeting card making and extempore.
- * On January, 17, 2018, the Chemical Society organized a guest lecture entitled “Green Chemistry for a Sustainable future” by Prof. Javed Iqbal, Founder and Chairman Cosmic Discoveries, Hyderabad and formerly professor at IIT, Kanpur. Prof. Iqbal highlighted the design and synthesis of novel drugs. He encouraged the budding chemists to find ways to mitigate the problem of chemical pollution and cultivate interest in Green Chemistry to participate in holistic, sustainable development as mature and responsible chemists
- * In some colourful student events like ‘Rangoli’ and other creative forms of expression, eco-friendly material is encouraged.
- * In an effort to minimize the paper work, many departments have a ‘re-use paper’ club.
- * Fee payment is completely online.
- * In the Pathfinder competition, two student groups worked on the topics related to environment namely ‘Waste: An Opportunity or a Threat and Commercial Viability of Sound Energy’.
- * Bin maintained in the Physics lab through the year for collecting electronic waste.
- * Staff Association of the institution gifted re-usable mugs to all teachers and discouraged usage of one-time use cups. Some departments use glass mugs and completely stopped using one-time-use disposable cups. Some groups in the staffroom maintain their reusable material to make and consume beverages.
- * Gifting earthen pots with plants from garden maintained by the institution to guests is a tradition. It is emulated by many individual teachers and students as gifts in their personal life.

- * Students are trained to switch off all power supplies after finishing an experiment in the laboratories.
- * Compost is created within the campus from bio-waste and used in the college garden.
- * College placement cell conducts its work completely through ICT thereby saving on needless usage of paper to a large extent.
- * Slogan writing competition on the eve of 'Ozone Day' was organised by Avni on 16th September, 2017, in which twenty two students from various subject streams participated. Three best slogans were selected after critical judgement by the faculty members.
- * On the occasion of National Science Day, 28th February, 2018, members of Eco Club presented a Poster under supervision of Dr. Vandna Luthra on e-waste minimization using interfacing device, ExpEYES, Experiments with Young Engineers and Scientists (IUAC) at the Mahatma Gandhi Institute for Combating Climate Change which was organized by the Department of Environment, Govt. of NCT (Delhi). The theme for this year was 'Science and Technology for a Sustainable Future'. The team won consolation prize.
- * Result awaited for some research proposals submitted by faculty to Delhi University Research Council for strengthen the eco-friendly campaigns in college.
- * **Training of teachers and students:** Four students and a teacher attended one-day training programme, 'Green Campus Initiative' organised by Centre for Science and Environment, on 17th November, 2017. It was aimed at sensitizing university faculty on sustainability in built environment and usage of inventory to conduct resource audits, based on the themes, air, energy, water, solid waste and green spaces. Auditing helps an institution realise their resource footprint, aim for reduction and eventually save substantial resources including service bills.
- * Two teachers attended three-day Annual National Knowledge Conclave at Nimli Campus (near Alwar, Rajasthan) of Centre for Science and Environment, from 31st January to 2nd February, 2018. It offered a range of experiences to evaluate issues that lie at the interface of environment and development, interaction with policy-makers, field work and interaction with communities.
- * Eco-survey inventory orientation: Ms. Mitashi Singh, Research Associate, team member of Sustainable Buildings and Habitat Programme, CSE, oriented students to the 'Green sense: Educational Campus Inventory' on 24th March, 2017. Five groups of students were formed to do survey of Campus along the five themes, land, energy, water, air and waste. Each group would collect information with the support of a team of teachers.

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.

- To have greater transparency and accountability, two documentation registers were introduced this year in a department. One for giving written request to the Teacher In charge (TOT Register: ‘TIC on Toes’) and other for the Lab Staff (SLOT Register: ‘Staff of Lab on Toes). By virtue of their position, Teacher -in- charge and Lab Staff are accountable for all the requests made. In turn, they too could write back on response to the requests. This system has brought in greater transparency as well as accountability for all the stakeholders.
- Students Social Activism Cell (SSAC) introduced as an inter-disciplinary platform for the Gargi students to engage with relevant social issues. It has conducted talks on various issues such as elections, gender sensitization, etc. The SSAC in collaboration with the department of Political Science organized ‘March for Equality’.
- For character building and inculcating essential values as part of holistic development of our students and faculty members, a series of nine workshops on holistic life skills including a community outreach service. The workshops aimed to provide students and faculty with a new perspective of living life more meaningfully and purposefully. They addressed all possible avenues of self-growth such as personality development, ceiling on desires, inter-faith unity, being truly good as persons rather than just great through achievements, enhancing personal relationships, developing compassion, gratitude and acceptance, managing negativity, stress and time, becoming good leaders, etc. The workshops culminated with service to Cheshire Home for destitute that truly helped the students put into perspective all that was imbibed from the holistic development workshops, including the deep sense of gratitude for everything that we have, doing random acts of kindness, bringing a smile on another person’s face.
- At the institutional and departmental level peer mentoring volunteers have been helping in creating awareness about mental health issues and sensitising for the past few years. To take it to the next level, an ‘Open House on Depression’ was organized in collaboration with Children First and ten volunteers were selected randomly who underwent mental health awareness training at Children First and now are back to help others.
- Yoga workshops were organized for addressing stress management where students were encouraged to seek counsel on how to manage anxiety.
- Green practices in chemistry lab.

- Consistent and widespread use of collaborative creative production of texts within the classroom, translations and performance pieces, group discussion and debate, recitation, presentations, creative interpretation. It resulted in more enthusiastic involvement of both teachers and students in the classroom.
- For internal assessment of students' assignments, extensive feedback, both written and oral, is given on various parameters, such as content, structure, cohesion, logical flow of ideas, grammatical expression and so on. This exercise helped students gauge the reason for getting a particular mark/grade and ways of improving their performance. Based on this feedback, the students and teachers collaboratively evolved rubric for assessing assignments..
- Remedial and extra tutorials for language enhancement are organized regularly.
- Student Counselling System for effective addressing of apprehensions, problems and challenges faced by students continues to function effectively.
- Events of the college like Annual Day, Sports Day, Zistatva, SPIC MACAY (Society for the Promotion of Indian Classical Music And Culture Among Youth) events, and Annual Festival time continue to be celebrated with great enthusiasm in order to promote diversity through showcasing the rich and diverse cultural performances of India.
- On-going projects of Enactus, Rachna and Udayachal and their collaboration with industry for assessing their financial viability and sustainability.
- Sustained teacher-mentoring and peer-mentoring of office-bearers of departmental associations and societies continued through the year.
- Workshops conducted by eminent speakers on editing skills, creative writing, proof reading, sexual health and hygiene.
- Extensive exercise by all departments to allocate teacher-mentors to students according to their discipline of study, and familiarity with their teachers.
- Festivals showcasing the talent, creativity and organisational skills of student-office bearers of Student Council, societies and department associations. This is done under the guidance of the teachers.
- World Happiness Day, Hug Day, Children's Day were celebrated by certain departments to promote more warmth and positivity in the institution. While the explicit goal was to spread more happiness around, the implicit agenda was also to foster team spirit and camaraderie.

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

- SWOC analyses done by departments.
- Organisation of international conference as planned on neo-liberal policies.
- Mentoring of students by teachers as mandated by UGC.
- Capacity building of teacher-mentors through two day national seminar titled 'Mentoring the teacher-mentors: capacity building programme'
- Observation of special days for awareness of environment friendly practices (ozone day, Science day, Charles Darwin day) and for enhancing positive relationship (Children's Day, Hug Day, among stakeholders in the institution)
- Environment-friendly practices continued; plantation drive, attending training for usage of eco-survey tool by teachers and students, distribution of saplings to promote greenery and sustain tradition of institution, maintenance of water harvesting structures and recycling of clothes, 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.

Please refer 2.15.

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

BEST PRACTICE – I

Title of the Practice: Undergraduate Research

- Goal: Encouraging an attitude of inquiry, problem solving and research experience among students continues to be the thrust of the teaching-learning process across all departments. As a manifestation of this vision, all departments take humble steps to achieve the following: (a) To inculcate scientific temper and inspire students to take up higher education in basic sciences through exposure to research environment within and outside the institution. (b) To motivate students to explore new areas of contemporary social relevance and practical application of knowledge. (c) To encourage and develop the analytical and creative skills of undergraduate students and give them hands-on experience of research. (d) To encourage doing research with teachers and present results in conferences and seminars. (e) To appreciate varieties of contexts to do research/develop research questions for students of commerce,

humanities and social sciences. (f) To deliver the trust placed by students in joining the institution to realize their dream of higher education.

- The Context: Areas of subject include matters/issues of contemporary social relevance, related to industry which may be grouped under the traditional areas of sciences, commerce and humanities. Attempting interdisciplinary areas in the process of identifying innovative and effective solutions for practical problems.

Please refer 6.3.4

- The Practice: Elementary understanding of research from the first year courses is attempted to graduate to be partners with teachers or working under the mentoring of teachers. Visits to labs, hands-on workshop in laboratories, talks by scientists, going beyond the lab to explore science experiments, discussions with teachers on contemporary problems in society and attempt to provide solutions, are all efforts in inculcating research culture in the institution. Citing a departmental report, 'we shared our MPhil and PhD work with students to introduce the fundamentals of academic writing and research to them. This also involves using blind peer-review methods in class to give students a hands-on experience of editing, proof-reading and providing critical remarks'. While all kind of research of faculty members may not be intelligible to students, wherever it is relevant and possible, this kind of sharing is one of the good models of teaching-learning strategies. It is no surprise that it has been the effort of publishing world for some time. Ultimate purpose of research is problem solving and wider dissemination to stay relevant. Sharing research across fields so that it is not mired in technical language is attempted by social-conscious publishers.
- Evidence of Success: Presentation of research articles by students and teachers in seminars and conferences; poster presentations; the choice of themes for Pathfinder awards by students; teachers' mentoring of students' paper presentations in various conferences; guided development of research papers; position papers and involvement of students in research projects of teachers.
- Reflections from departments on the experience of guiding students:

(i) Though a challenging task, it nevertheless was a satisfying experience in instilling self confidence among the students of varied academic performance. All 45 students undertook a research project of their interest and under the guidance of their supervisors finished it with interesting outcomes and much learning. The joy of seeing them evolve from skeptical enquirers to grounded researchers is manifold. Supervisors felt satisfied that they have given students much needed exposure at the cost of personal, professional and real-time challenges.

(ii) To incentivize such efforts, proficient academic work undertaken by students is selected for publication in college magazines and journals.

(iii) Faculty members are collaborating internationally and are being recognized for their efforts. While some have served as resource person for important conferences and events, others are invited to join and collaborate with laboratories overseas. There are several cross-cultural researches that are pursued by various researchers around the world.

- Problems encountered and resources required: Articulation of ideas in English, reading and making sense of research texts/documents, knowledge related to research practices which are permissible like referencing, usage of plagiarism software, etc. A language lab which enhances their language capacity would be an asset.
- Notes (Optional): Dedicated faculty and supportive administration along with a long term vision for continuation of the practice. Encouraging teacher scholarship targeting undergraduate students.

BEST PRACTICE - II

Title of the Practice: Service to Humanity

- Goal: To help those in need, create awareness and practice harmony. To tap youth to bring betterment in the society. To experience the happiness gained out of civic and social responsibility. To expose students to experience the joy of 'giving'. To imbibe humanistic and ethical values.
- The Context: Social service is not limited to any specific subject nor is it linked with academic performance of a student. It is spearheaded by NSS office-bearers under the mentoring of teachers but draws student volunteers from all programmes and non-academic staff.
- The Practice: Continuation of the events organized every year and sustained interaction with the collaborating groups reflects the commitment to the cause supported by NSS. NSS volunteers did commendable service in organising Blood Donation Camp, Friendship Day with senior citizens from old age homes, NGO Diwali Mela in providing market for their products, celebrating Children's Day with differently abled children by hosting events for them, cleanliness drive, clothes and newspaper collection drives to give thrust to recycling measures. Students in large numbers have been associated with various NGOs throughout the year where they are required to contribute their time, skill, coordination and energy in helping the NGOs with their ongoing activities. Various NGOs with which there is regular engagement include Family of Disabled, Cankids, Aadharshila, Action for Autism, Make a Difference, Blind school, Goonj, Swechha, Udayan Care, Sapna, Aadi and Raahein. Gargi Enactus also shared this mission of creating a better world. The community approach encouraged by Enactus reflects the spirit of entrepreneurship through its

two projects, Rachna and Udayachal. Under project Rachna, 15 underprivileged women have been adopted and are trained to design and create hand-made utility products to help them earn a sustainable livelihood from it. Udayachal deals with the production and marketing of low cost sanitary napkins. Other work includes organising talks on 'Health and Hygiene', Stress Management Workshop, Rally for Rivers, Human Values Development workshop, observing National Voter's Day and organizing awareness session on voter registration.

- Evidence of Success: Participation of 2,300 students in all the campaigns.
- Reflection of students: Awareness drives sensitized us about importance of cleanliness and its impact on one's sense of wellbeing. Interaction with people helped in our personality development. Organization of rallies and its preparation through posters and slogans helped us explore creativity amongst us. The support of people, the problems they shared with us and their hope for a cleaner village through the initiative kept us motivated throughout our internship. We learnt proper waste disposal through the method of segregation and compost pit. This collective exercise made us realize that an initiative taken by a few people can spread the change in the society. We learnt about environment friendly ways to commute while promoting cycling and proper waste disposal through compost pits. Also, we got to learn yoga ourselves while preparing for yoga sessions for the villagers which will help us also to lead a healthy lifestyle.
- Problems encountered and resources: During village service, students faced a general attitude of "Why me?" amongst the villagers related to community hygiene. While being aware of the situation, there was lack of initiative and cooperation from them. It was noticed the village had poor sanitary conditions, lack of public toilets resulting in open defecation, minimal use of dustbins and garbage being piled up in empty plots, choked drains and water scarcity. These problems posed challenges for the students and motivated them to undertake sincere efforts to help the villagers in their best capacity.

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, experienced, committed faculty and support staff.
- Faculty with a wide array of research exposure and experience.
- Active faculty participation in the conference, seminars, workshops etc.
- Holistic development and value inculcation as an indispensable aspect of education.
- Extra-curricular involvement and leadership skills in the student body

- Student research involvement(presentations/ publications)
- Bio-Informatics laboratory
- Exposure to wide range of invited speakers and resource persons
- Stringent ethical practices and guidelines. All researches undertaken were run through anti-plagiarism tool.
- Cultural, socio-economic and linguistic diversity among teachers and students
- Interdisciplinary pedagogic practices
- Teacher-Student collaboration through societies and associations.

WEAKNESS

- No hostel facilities to students.
- Sufficient number of books not available for Hindi medium students
- Lack of adequate infrastructure to conduct and carry out research and collaborations. Inability to create a more exploratory and analytical research culture across the departments.

OPPORTUNITIES

- Continuous opportunities for nurturing an academically sound environment for students.
- Sustained collaboration with the industry.
- Stronger alumni network and generation of more resources from alumni.
- Research and innovation
- More peer support initiatives in diverse ways.
- Meritorious Student Welfare Fund

CHALLENGES

- To break the myths around mental health requires constant interactions with the students but the peer-to-peer support groups get very little time due to extensive course curriculum.
- To fight the perception of growing dismissiveness towards the humanities as irrelevant to the needs of the marketplace.
- Obsessive dependence on technology, social media and its impact on pedagogy and self-image of students.
- It is a continuous challenge to break the myths around mental health within the framework of an institution which follows an extensive and demanding course curriculum. More investment of time and expert support needed along with the best efforts of student peer group which is effective in a humble way in comparison to the scale and magnitude of the issue.

8. Plans of Institution for next year

- Plurality which exists within the institution needs to be highlighted through performance arts, teaching-learning process and festivals initiated by students.
- Research experience of the teachers shared with one another across departments through
- Increase of internal linkages between departments and societies.
- Internal resource persons for sharing of knowledge between departments/courses.
- Hard drive to be provided to all departments.
- H-index workshop to be conducted in computer lab for teachers by peer group.
- Regular interaction of IQAC team with the Teachers-in-Charge (TICs) and Co-ordinators of societies exclusively.
- Proposals for inter-disciplinary seminar in collaboration with IQAC.
- Extended committees for wide ranging engagement of faculty and administrative staff to realise the targets set by IQAC for wider participation of stakeholders within the institution.
- Standard Operating Procedures (SOP) to be put in place for each section in administration, finance, committees, societies, departments and IQAC.
- Head of the institution plans to conference with each department at least once in each semester to seek suggestions.
- Departments to identify need-based topics for further training/exposure of teachers through two-hour workshops in each semester.
- More consistent skill-based workshops for lab-staff may be planned by Science departments.
- Skill based workshops of 2 hour duration each on GST and Tally for finance team.
- Skill-enhancement, need-based individual tutorial (usage of computer), counseling regarding higher education opportunities for MTS.
- To have a healthy balance of time and energy for academics and co-curricular participation for all teachers the following measures may be further explored: (a) limiting the number of members within a society/cell (b) limiting the number of societies led by a teacher (c) exploring including non-teaching staff as active members in societies/committees (d) ensuring all teachers get opportunity to contribute to the life in college (e) good mix of senior and junior teachers for mentoring.
- Workshops for student office-bearers.

- Social responsibility initiatives targeted towards vulnerable groups within the institution.
- More sessions on service conditions for teaching and non-teaching staff were to be organised. Dissemination of information of groups under NPS (National Pension Scheme).
- Taking forward environmental audit.
- Project on 'Birds in the campus'.
- To revive Entrepreneur day.
- To revive Gargi College Teachers' Study Circle.
- Annual picnic for bonding and recreation.
- Exploring increase in welfare measures to staff.
- Funds for MIS and related architecture to be explored.
- Taking more concrete steps towards setting up Wellness Centre and Ethics Centre.



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