



Yearly Status Report - 2019-2020

Part A

Data of the Institution

| | | |
|---|--|-------------------------|
| 1. Name of the Institution | | GARGI COLLEGE |
| Name of the head of the Institution | | Prof. Promila Kumar |
| Designation | | Principal (in-charge) |
| Does the Institution function from own campus | | Yes |
| Phone no/Alternate Phone no. | | 01126494544 |
| Mobile no. | | 9810714139 |
| Registered Email | | gargicollege7@gmail.com |
| Alternate Email | | kumar.promila@gmail.com |
| Address | | Siri Fort Road |
| City/Town | | New Delhi |
| State/UT | | Delhi |
| Pincode | | 110049 |
| 2. Institutional Status | | |

| | |
|--|--------------------------|
| Affiliated / Constituent | Constituent |
| Type of Institution | Women |
| Location | Urban |
| Financial Status | central |
| Name of the IQAC co-ordinator/Director | Ms. Sailaja Modem |
| Phone no/Alternate Phone no. | +919810550881 |
| Mobile no. | 9810344234 |
| Registered Email | gargi.iqac@gmail.com |
| Alternate Email | modemsailaja@yahoo.co.in |

3. Website Address

| | |
|--|---|
| Web-link of the AQAR: (Previous Academic Year) | https://gargicollege.in/wp-content/uploads/2018/12/AQAR-17-18.pdf |
|--|---|

4. Whether Academic Calendar prepared during the year

Yes

if yes, whether it is uploaded in the institutional website:
Weblink :

<https://gargicollege.in/wp-content/uploads/2021/08/AC-250319.pdf>

5. Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity | |
|-------|-------|------|-----------------------|-------------|-------------|
| | | | | Period From | Period To |
| 1 | A | 3.3 | 2016 | 19-Feb-2016 | 18-Feb-2021 |

6. Date of Establishment of IQAC

22-Jan-2016

7. Internal Quality Assurance System

| Quality initiatives by IQAC during the year for promoting quality culture | | |
|---|------------------|---------------------------------------|
| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries |
| Training program on Institutional Quality Measures for | 17-Jun-2020 2 | 105 |

| | | |
|---|--------------------|-----|
| Administration | | |
| Coursera for Campus-online learning platform | 01-Aug-2020 180 | 462 |
| ICT Academy-skill enhancement | 02-Mar-2020 180 | 412 |
| Presentation of Eco-survey work | 30-Jan-2020 1 | 2 |
| Digital initiatives for transparency | 31-May-2019 1 | 11 |
| Internal collaboration with Placement Cell Team (on-going)-internal reports, reflective reports and assessment reports by mentors(seniors), feedback on agendas of Team Next & SOPs | 15-Nov-2019 3 | 16 |
| Institutional distinctiveness of Gargi college campaign on social media/Instagram by student members of IQAC | 14-Sep-2019 1 | 10 |
| Creation of sub-committee for Language lab proposal | 21-May-2019 1 | 0 |
| Detailed Face to face feedback sessions from teachers and lab staff to seek suggestions for Team IQAC | 06-Jun-2019 4 | 300 |
| IQAC-Parents Interaction (for second year) on College Orientation Day | 20-Jul-2019 1 | 600 |
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|--------------------------------|----------|----------------|-----------------------------|---------|
| Department of Botany | SERB DST | DST | 2018 1095 | 3631980 |
| Department of Zoology | SERB DST | DST | 2018 1095 | 3674343 |
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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

| | |
|--|---------------------------|
| Upload latest notification of formation of IQAC | View File |
| 10. Number of IQAC meetings held during the year : | 26 |
| The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website | Yes |
| Upload the minutes of meeting and action taken report | View File |
| 11. Whether IQAC received funding from any of the funding agency to support its activities during the year? | No |

| |
|--|
| 12. Significant contributions made by IQAC during the current year(maximum five bullets) |
| <p>1. Two day Training program on Institutional Quality Measures for Administration.</p> <p>2. Continuation of learning through active collaboration with national and international online platforms or portals. (i) ICT Academy : skill enhancement of all stakeholders (ii) Coursera for Campus: online learning platform for all stakeholders.</p> <p>3. Internal collaboration with Placement Cell Team (ongoing), qualitative practices internal reports, reflective reports and assessment reports by mentors(seniors), feedback on agendas of Team Next and SOPs.</p> <p>4. Digital initiatives for transparency: Collaboration with website committee, administration and accounts.</p> <p>5. Institutional distinctiveness of Gargi college campaign on social media/Instagram by student members of IQAC.</p> |

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| 13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year |
|--|

| Plan of Action | Achivements/Outcomes |
|---|---|
| Digital initiatives | Digital initiatives for transparency in accessing information by staff and students was attempted along with the website committee and Mobiquel. A trial run by a core-group tested related apps developed as a consequence of the initiative to ascertain their effectiveness. |
| Placement Cell - Grooming Leadership Capacities | Paperless Communication (beyond five years) Internal Reports for improvement Reflective Reports by team members Assessment reports by senior team members SOPs for hands-on training by senior team members and faculty. |
| Training of non-teaching staff | 2 day Training program on Institutional Quality Measures for Administration |

| | |
|--|---|
| | 17-18 June, 2020 |
| Add On Course-capacity building research | Organized Biotechellence 2: Insights and Innovations |
| Covid-19 & navigating the period of Lockdown & Life beyond | National webinar series on the current global pandemic of Covid-19 (3 talks) Virtual Classes Tools Google Classroom, Google Meet and YouTube Webinar on Building Hope & Resilience-life after the lockdown Webinar series on Mental Health care during Covid-19 Immunology of Covid-19 Fighting Pandemic with Artificial Intelligence Pandemic, laws and state responses in India: a citizen's perspective. Open Educational Resources Intellectual Property Rights - Kaliedoscope of Opportunity |
| Training - all stakeholders | Memorandum of understanding signed with ICT Academy in December 2019 to promote skill training through organising digital literacy and financial literacy for students and skill enhancement for administrative staff and FDPs in the next 12 months. Signed MOU with Coursera on 31st July 2020. In collaboration with Coursera, online courses and guided projects are offered to the students, faculty members and non-teaching staff of the college, free of cost, with certificates upon completion. |
| Eco Survey | In the 5th National Knowledge Conclave, January 29-31, 2020 at the Anil Agarwal Environmental Training Institute (AAETI), Nimli, Rajasthan for the launch of a 'Compendium of the Green Campus: The Changemakers' which featured Gargi College as a site of Environmental incubation by Centre for Science and Environment, New Delhi. Presentation of work on 'Eco-survey' initiated by IQAC in collaboration with Eco-club in the One-Day National Conference on 'Importance and Implementation of Academic, Administrative, Green and Gender Audits in HEIs' held at Shivaji Mahavidyalaya, Udgir, Dist: Latur (Maharashtra) on 30-01-2020 in collaboration with National Assessment and Accreditation Council (NAAC), Bangalore. It was presented by a student-convener of EcoClub for the past two years and she won the best presenter award. She presented the work as a research paper titled 'Green Sense at a Delhi College, Eco-Audit and Best Practices for |

| | |
|--|--|
| | Sustainable Development'. |
| All India Survey on Higher Education (AISHE) | Certified on 15th January 2020 |
| Participation in the India Today Ranking | Secured 9th rank (Arts Stream), 14th rank Commerce and 12th rank in science stream |
| Participation in all India level National Institutional Ranking Framework (NIRF) | Submitted to NIRF, Ministry of Human Resource Development, Government of India. |
| View File | |
| 14. Whether AQAR was placed before statutory body ? | No |
| 15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ? | No |
| 16. Whether institutional data submitted to AISHE: | Yes |
| Year of Submission | 2020 |
| Date of Submission | 15-Dec-2020 |
| 17. Does the Institution have Management Information System ? | Yes |
| If yes, give a brief description and a list of modules currently operational (maximum 500 words) | <p>Institution has invested in technology and uses it for quick, effective communication and coordination between different departments, groups and individuals. This ensures in the creation and storage of relevant information about all stakeholders to be used for their benefit and facilitate quick access for analysing the policies in place. College website provides the information about the following:</p> <ul style="list-style-type: none"> • About the vision of the college • The programs available and the program outcomes for students' reference • Academic Calendar • Timetable • Academics: Undergraduate and post graduate programs, add on courses, faculty profiles • Best Practices of the College • Institutional distinctiveness • Centre for Diversity and Inclusion, a reflection of the commitment to the liberal ethos of the institution. • Alumni • Research at institution • Admissions related information |

Information and support on online payment of fee. • The student corner reflects the information expressly relevant for them like attendance rules, student council members and the role of student union in the life of an educational institution, student welfare schemes, societies, their work and officebearers and information for public to contact the institution. • Realtime posting of events of the college • All relevant circulars for both staff and students for transparency. • Administration • Facilities at the institution • Policies and procedures • Library and its initiatives for all stakeholders • Green Initiatives • Accreditation and Ranking • Awards: staff and students • E magazines • Job opportunities at the institution

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Curriculum is the conduit through which knowledge and other learning activities are disseminated. Planning and implementation process involves helping the learner acquire knowledge and experience. The learner is therefore the central figure in the curriculum implementation process. While revision and up gradation of the syllabi is done at the University level, the college has developed a mechanism for structured and effective curriculum implementation. Various means through which we execute the curriculum are bulleted below: • At the departmental level, year-end planning sessions for the following year are conducted. Faculty looks back at the transaction, the response of the students, curricular changes, if any, and its impact for future. • Before the commencement of every academic session, Principal along with the members of workload committee conduct a meeting with Teacher In charges of all the departments and finalize the academic calendar in alignment with the university schedule. Faculty plan their transaction of the curriculum based on the academic calendar. • Orientation program at the institutional and departmental level is a regular practice. • Faculty members discuss the overview of the course and share the course outcomes. This includes the practical relevance of the course and for their potential career moves and for higher education. • At the start of each academic semester, students are being provided with time tables for each subject/paper and recommended reading lists for each course. These time tables are displayed on the website as well as on the notice board for students before the commencement of class and are also preserved each semester as documentation. • Maximum scope is given to students. The college gives flexibility to the students under the CBCS system to choose the Skill Enhancement Course, General Elective and Discipline Specific Elective subjects according to their own choices, from a varied list as offered to them by the University defined curriculum. • The laboratories are checked for availability of consumable and non-consumable items (chemicals, glass apparatus, instruments

and other equipment) before the start of every session. • In some departments, bridge courses or supplementary courses are held in order to make the curriculum delivery more holistic and effective. • Tutorials are held with mentoring and participative learning is encouraged. • Guest lectures are regularly arranged to bridge the gap in the prescribed curriculum. • The periodic tests/ presentations/ practical viva are conducted in order to assess the students regularly for their understanding and for internal/continuous assessments. • Seminars, value added courses, school visits and industrial visits are arranged to enrich the curriculum. Performance of the students in laboratory experiments are timely assessed and graded according to the performance indicators. • College library organizes different orientation programs about sources available in the library and e content availability. • Students are encouraged to undergo industrial internships and visits during vacation periods. • Field trips and internships also enrich intramural learning with life situations/ground situations and industrial exposure. It also ensures the implementation of the CBCS and Elective Course System including options for credits from On-Line Courses.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|---|-----------------|-----------------------|----------|---|---|
| E- Student Enrichment Program "Multidisciplinary Facets of Science" | Nil | 08/07/2020 | 21 | Trained to explore wide variety of career opportunity available in the field of Science | To train the students to explore wide variety of career opportunity available in the field of Science |
| Plant Systematics: Classical to Molecular Approach | Nil | 20/07/2020 | 6 | Trained with various resources/software available online to pursue taxonomy and plant systematics as career | To train the students with skill of Plant systematic and taxonomical study using various resources |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|-------------------|--------------------------|-----------------------|
| Nil | -- | 31/12/2019 |
| No file uploaded. | | |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|--------------------------|---|
| BA | Applied Psychology | 20/07/2019 |

| | | |
|------|--------------------|------------|
| BA | Business Economics | 20/07/2019 |
| BA | Economics | 20/07/2019 |
| BA | English | 20/07/2019 |
| BA | Hindi | 20/07/2019 |
| BA | Sanskrit | 20/07/2019 |
| BA | History | 20/07/2019 |
| BA | Philosophy | 20/07/2019 |
| BA | Political Science | 20/07/2019 |
| BA | BA Programme | 20/07/2019 |
| BCom | Commerce | 20/07/2019 |
| BCom | BCom Programme | 20/07/2019 |
| BSc | Botany | 20/07/2019 |
| BSc | Chemistry | 20/07/2019 |
| BSc | Physics | 20/07/2019 |
| BSc | Mathematics | 20/07/2019 |
| BSc | Microbiology | 20/07/2019 |
| BSc | Physical Sciences | 20/07/2019 |
| BSc | Life Sciences | 20/07/2019 |
| BSc | Zoology | 20/07/2019 |
| MSc | Chemistry | 20/07/2019 |
| MA | English | 20/07/2019 |
| MA | Political Science | 20/07/2019 |

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

| | Certificate | Diploma Course |
|--------------------|-------------|----------------|
| Number of Students | 102 | Nil |

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---|----------------------|-----------------------------|
| Advertising Marketing Communication 2019 | 20/07/2019 | 9 |
| Banking Financial Services 2019 | 20/07/2019 | 37 |
| Biotechcellence: Insights and Innovations | 02/09/2019 | 35 |
| Mass Communication 2019 | 20/07/2019 | 21 |
| View File | | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|-------------------------|--------------------------|---|
| BA | BA (Honours) | 46 |

| | | |
|---------------------------|--------------------|-----|
| BA | BA (Programme) | 4 |
| BA | Applied Psychology | 131 |
| BA | Business Economics | 46 |
| BA | Economics | 55 |
| BCom | Commerce | 14 |
| BCom | B.Com (Programme) | 22 |
| BSc | Botany | 12 |
| BSc | Microbiology | 23 |
| BSc | Physics | 3 |
| View File | | |

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|-----------|-----|
| Students | Yes |
| Teachers | Yes |
| Employers | Yes |
| Alumni | Yes |
| Parents | No |

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

| |
|---|
| Feedback Obtained |
| <p>Feedback form/formats are designed for the stakeholders. This includes feedback for the institution, teachers, availability of resources, curriculum, alumni feedback, student feedback, course exit survey, etc. Faculty feedback from the students for the respective course is taken on various teaching/learning aspects. Feedback is taken from the final year students and alumni for suggestions or improvements. Stakeholders are provided with pre-set MCQ style google forms in which they can record their choices. The recorded choices are then processed to obtain the feedback Analysis Report. The information provided by the stakeholders remains confidential. The collective feedback measures parameters like curriculum taught, subject knowledge, teaching aids used, methodology, evaluation, approach, availability of resources etc. which is collated, statistically analysed and tabulated for quality enhancement in teaching methodology and also for improving the lab facilities and other infrastructure. Valuable suggestions given were considered and necessary actions was executed. Observations on general trends are also made. If required, the Principal intervenes and addresses possible areas of improvement. Efforts are made to motivate each of the concerned person to look at specific areas where growth is needed.</p> |

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|-----------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| BA | BA Programme | 204 | 1173 | 185 |
| BA | Applied Psychology | 43 | 242 | 47 |

| | | | | |
|---------------------------|-------------------|-----|------|-----|
| BA | Economics | 51 | 450 | 51 |
| BA | English | 51 | 584 | 54 |
| BA | Hindi | 51 | 282 | 76 |
| BA | History | 51 | 383 | 62 |
| BA | Philosophy | 34 | 255 | 34 |
| BA | Political Science | 101 | 601 | 154 |
| BCom | Commerce | 135 | 724 | 148 |
| BCom | BCom Programme | 204 | 1059 | 216 |
| View File | | | | |

2.2 – Catering to Student Diversity

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

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2019 | 4505 | 118 | 216 | Nil | Nil |

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|----------------------------|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 216 | 216 | 20 | 43 | Nil | 12 |

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

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

Mentoring happens at different levels and in different contexts. Course teachers are in regular contact with their students. Hence they are accessible on a regular basis and are in a position to gauge the response of students. Teachers associated with department associations and societies are in closer contact with the students who are members of the relevant groups. In the context of students associated with their practical teachers and internship teachers in the case of department of Elementary Education, proximate working contexts provide opportunities for closer interaction. All these opportunities are availed by students and teachers are mindful of their contribution. However the UGC mandated mentoring system in place in the college provides opportunities in addition to the ones mentioned above. Cultural societies in the institution are quite popular among the students and since a large group of students work together, issues may arise. If a student raises a complaint, the teacher mentor and the society convener together with student members resolve the issues after several meetings amongst themselves. The meetings with the affected students are held separately in order to understand the seriousness of the situation. This way, students also feel secure and enjoy their time in the college. Some societies also have built-in mechanisms for airing their concerns. Most students are averse to their name being noted down in a diary or any other document. Teachers understand these concerns. Hence the conversations are kept completely confidential to gain the trust of student and serve the larger purpose of mentoring. Teachers do not discuss the issues of mentees with any other teacher unless they need support in areas they may not have expertise. During the lockdown period due to COVID pandemic, students approached their subject teachers irrespective of whether she or he was her mentor or not. In general, students of third year were anxious about

their exams and their career. Most of our students are outstation students and they live in paying guest accommodations. Having stayed all alone during graduation, when they had to go back to their families, they had lot of problems adjusting to the situation at home too. Their teachers supported them throughout this period . They were available for the students round the clock. Whether it was just discussing some issues at home or it was related to studies, sharing notes etc, teachers did their best. Major areas of mentoring issues included adjustment issues in the first year especially with outstation students, interpersonal issues, body image, health-related, professional guidance, career advice and directions for specific coursework. Many mentors have also created a WhatsApp group and have been carrying out the mentoring very meaningfully, even during the difficult times of the pandemic. Some teachers have taken feedback from their students to improvise upon the logistics and efficiency of the mentoring exercise. IQAC included issues related to mentoring directly and indirectly in the student satisfaction survey which encompassed the complete spectrum of student life in the institution for improvement.

| | | |
|--|-----------------------------|-----------------------|
| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
| 4447 | 216 | 1:21 |

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 216 | 140 | 76 | 76 | 167 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---------------|---|---------------------|--|
| 2019 | Dr. Sabeen Hasan Rizvi | Assistant Professor | Appointed as Honorary Adjunct Assistant Professor at Department of Psychology Neuroscience, University of North Carolina at Chapel Hill, USA |
| 2019 | Dr. Anita Yadav | Assistant Professor | Shobhna Samman |
| 2019 | Dr Deepika Chatterjee | Associate Professor | Travel Fund from UGC (University Grants Commission) to Present Paper in International Conference, (University of Lucerne, Switzerland). |
| 2019 | Dr. Sweta Mishra | Assistant Professor | Received award for outstanding performance in promoting Gandhian values among youth through Gandhi |

| | | | |
|------|-----------------------|---------------------|---|
| | | | Study Circle, Gargi College. |
| 2019 | Dr. Varun Bhandari | Assistant Professor | Most Cited Research Award from SAGE and FIIB |
| 2019 | Dr. Aparajita Mohanty | Assistant Professor | Best performing teacher, Directorate of Higher Education, Govt. of NCT of Delhi |
| 2019 | Dr. Anjana Rustagi | Assistant Professor | Best Poster award at National Conference, Department of Botany, Central University of JK |
| 2020 | Dr. Himani Chauhan | Assistant Professor | Award for top most cited Article |
| 2020 | Dr. Alka Garg | Associate Professor | "Best Performing Teacher Award" instituted by Directorate of Higher Education, Govt. of NCT of Delhi. |
| 2019 | Dr. Anjana Rustagi | Assistant Professor | Best Oral presentation at National Conference, Gargi College, University of Delhi |

[View File](#)

2.5 – Evaluation Process and Reforms

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

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|----------------|------------------------|----------------|--|---|
| BA | 501 BA Programme | VI | 19/08/2020 | 28/11/2020 |
| BA | 505 Applied Psychology | VI | 19/08/2020 | 27/10/2020 |
| BA | 510 Economics | IV | 19/08/2020 | 02/11/2020 |
| BA | 529 Sanskrit | VI | 19/08/2020 | 21/11/2020 |
| BA | 516 Hindi | VI | 19/08/2020 | 20/11/2020 |
| BSc | 569 Zoology | VI | 19/08/2020 | 26/10/2020 |
| BA | 526 Philosophy | VI | 19/08/2020 | 02/11/2020 |

| | | | | |
|---------------------------|-----------------------|----|------------|------------|
| BA | 527 Political Science | VI | 19/08/2020 | 21/11/2020 |
| BCom | 504 Commerce | VI | 19/08/2020 | 20/11/2020 |
| BCom | 503 BCom Programme | VI | 19/08/2020 | 27/11/2020 |
| View File | | | | |

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

The course objectives and expected course outcomes are shared with the students at the start of the course. The teachers are sensitive about students who are not able to attempt the assessment on the assigned day and given legitimate reasons, allow students to be assessed on a later date. Retest options are provided if a student likes to improve her scores. The internal assessment marks before being uploaded on the University portal are shared with the students to make sure of their satisfaction and to rectify any typographical errors. The practicums accompanying are designed in advance too, based on the latest research in the field. Group assignments are given to encourage participative learning from their peer group. Group discussions are also conducted to help the students build and enhance their analytical skills. This gives an opportunity to the not-so-confident learners to work along with advanced learners as well as it helps them to learn how to work in a group and listen to peer group with an open mind. Since March 2020, due to Covid 19 pandemic assignments were collected through online mode. It is also understood that continuous internal evaluation is to ascertain learning of the students and it also provides information to the teacher about the students and if there is anything else to be done in terms of diversity of learners and the aspiration of students.

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

Gargi college is a constituent college of University of Delhi and hence follows the academic calendar issued by the University. All processes and events such as admission, start and end of semesters, semester breaks, vacation and examination are guided by the University of Delhi calendar. Within this broad framework, each teacher conducts her own internal assessment activities in consultation with her colleagues and students. Practical examination date sheets are prepared in consultation with other departments. Departmental association activities such as seminars, workshops, guest lectures, inter-college activities, panel discussions, documentary screening etc are planned well in advance. College level activities/festivals/events such as Orientation programme, add-on courses, Reverie, sports day, Diwali mela, Scintillations are scheduled well in advance and the calendar is adhered to, as far as possible. Institution follows the academic calendar issued by University of Delhi. All processes including teaching learning, preparation for visits, internships, workshops, preparing for practical examination, conduct of examination and evaluation are strictly guided by University of Delhi calendar. Within this broad framework each department in consultation with other departments, is encouraged to draw up its own schedules for conduct of practical examination, special support for some students in different subjects, internal assessment, etc. These are displayed on the department notice boards and communicated to students over other networks used by departments. Each department draws up its own annual calendar with in the broad framework of University calendar.

2.6 – Student Performance and Learning Outcomes

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

<https://gargicollege.in/course-outcomes/>

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|----------------|----------------|--------------------------|---|---|-----------------|
| 501 | BA | BA Programme | 172 | 157 | 91.3 |
| 505 | BA | Applied Psychology | 50 | 50 | 100 |
| 510 | BA | Economics | 61 | 59 | 96.7 |
| 511 | BA | English | 50 | 48 | 96 |
| 526 | BA | Philosophy | 27 | 27 | 100 |
| 527 | BA | Political Science | 112 | 112 | 100 |
| 508 | BA | B.B.E | 44 | 44 | 100 |
| 504 | BCom | Commerce | 184 | 182 | 99 |
| 503 | BCom | BCom Programme | 190 | 186 | 99 |
| 569 | BSc | Zoology | 43 | 42 | 97.7 |

[View File](#)

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://gargicollege.in/student-feedback-2019-20/>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

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

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|-----------------------|----------|----------------------------|------------------------|---------------------------------|
| Major Projects | 1095 | DST | 3674343 | 3 |
| Major Projects | 1095 | DST | 3631980 | 4 |

[View File](#)

3.2 – Innovation Ecosystem

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

| Title of workshop/seminar | Name of the Dept. | Date |
|---|-------------------|------------|
| Webinar on Open Educational Resources | Chemistry | 21/05/2020 |
| Workshop on Laboratory Methods and Techniques | Botany | 10/12/2019 |

| | | |
|---|--------------|------------|
| National webinar "Virtual classes Tools: Google classroom, Google meet and you tube | Botany | 05/05/2020 |
| E- Student Enrichment Program "Multidisciplinary Facets of Science | Botany | 08/07/2020 |
| Short term course on Plant Sytematics: Classical to Molecular Approach | Botany | 20/07/2020 |
| Intellectual Property Right - A Kaleidoscope of Opportunity | Microbiology | 23/05/2020 |

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

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|---------------------------------------|--|--|---------------|----------|
| MindSpar 2.0 "Meeting New Challenges" | 1. Isha Dhingra 2. Bhumika Uttam 3. Garvita Sharma 4. Deepali 5. Ishika Kain | Department of Biochemistry, Sri Venkateswara College, DU | 04/11/2019 | Students |
| View File | | | | |

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

| Incubation Center | Name | Sponsered By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|-------------------|------|--------------|----------------------|--------------------|----------------------|
| 0 | NIL | NIL | NIL | NIL | 31/12/2020 |
| No file uploaded. | | | | | |

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|-------|----------|---------------|
| 0 | 0 | 0 |

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

| Name of the Department | Number of PhD's Awarded |
|---------------------------|-------------------------|
| Department of Mathematics | 1 |

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

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---------------|--------------------|-----------------------|--------------------------------|
| National | Botany | Nil | 00 |
| International | Botany | 15 | 2.73 |
| National | Business Economics | 2 | 00 |
| International | Chemistry | 4 | 1.51 |

| | | | |
|---------------------------|-----------------|---|------|
| International | Commerce | 2 | 00 |
| International | Economics | 1 | 2.41 |
| International | Elem. Education | 1 | 00 |
| National | Elem. Education | 2 | 00 |
| International | Mathematics | 3 | 00 |
| International | Microbiology | 5 | 2.87 |
| View File | | | |

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

| Department | Number of Publication |
|---------------------------|-----------------------|
| Philosophy | 1 |
| Mathematics | 1 |
| Hindi | 4 |
| Political Science | 5 |
| Microbiology | 8 |
| English | 6 |
| Elementary Education | 5 |
| Economics | 7 |
| Commerce | 1 |
| Botany | 2 |
| View File | |

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|--|--|------------------------|---------------------|----------------|---|---|
| Combined Pharmacophore-Guided 3D-QSAR, Molecular Docking and Virtual Screening on bis-benzimidazoles and terbenzimidazoles as DNA-Topoisomerase I poisons. | Upasana Issar, Richa Arora, Tripti Kumari, Rita Kakkar | Structural Chemistry | 2019 | 7 | Department of Chemistry, University of Delhi | 6 |
| 'Draft National Education | Jyoti Raina | Economic and Political | 2019 | 0 | Gargi College, University | Nil |

| | | | | | | |
|---|--|--|------|---|---|---|
| Policy 2019: What is in it for school education? | | Weekly | | | of Delhi | |
| Groundnut AhcAPX conferred abiotic stress tolerance in transgenic banana through modulation of the ascorbate-glutathione pathway. | Shashi Shekhar, Anjana Rustagi, Kapil Lawrence, Deepak Kumar, and Sarin Neera Bhalla | Physiology and Molecular Biology of Plants | 2019 | 1 | Gargi College, University of Delhi | 1 |
| Hemoglobin as a probe for estimation of nitric oxide emission from plant tissues. | Neha Singh and Satish C. Bhatla | Plant Methods | 2019 | 6 | Department of Botany, University of Delhi | 3 |
| Plants and human beings engage similar molecular crosstalk with nitric oxide under stress conditions | Neha Singh, Satish C. Bhatla and Vadim Demidchik | Functional Plant Biology | 2019 | 5 | Department of Botany, University of Delhi | 3 |
| Deciphering the nitric oxide, cyanide and iron-mediated actions of sodium nitroprusside in | Monika Keisham, Prachi Jain, Neha Singh, Satish C. Bhatla and Christian Lindermayr | Nitric Oxide | 2019 | 9 | Department of Botany, University of Delhi | 5 |

| | | | | | | |
|--|--|---|------|----|---|-----|
| cotyledons of salt stressed sunflower seedlings. | | | | | | |
| Functional characterization of HSFs from wheat in response to heat and other abiotic stress conditions | Preeti Agarwal and Prof. Paramjit Khurana | Functional and Integrative genomics | 2019 | 9 | DPMB, South Campus, DU | 7 |
| Genome-wide Analysis of bZIP Transcription Factors in wheat and Functional Characterization of a TabZIP under Abiotic Stress | Preeti Agarwal, Vinay kumar Barnwal and Prof. Paramjit Khurana | Scientific Reports | 2019 | 28 | DPMB, South Campus, University of Delhi | 18 |
| Identification of common food Adulterant in selected food items collected from local grocery stores and supermarkets | Anamika Saini, Aamita Saini, Lavleen Sachdev, Neha Kumari, Prachi Goel, Priyanka Gupta, Richa Jain, Yashasvi Shukla, Geeta, Reema Mishra and Renu Soni | Journal of Agricultural Engineering and Food Technology | 2019 | 0 | Gargi College, University of Delhi | Nil |
| Proactive Approach to CSR | Jyotika Bahl | Business Analyst | 2019 | 0 | Gargi College, University of Delhi | Nil |

| | | | | | | |
|---|--|--|--|--|--|--|
| spending post legislation mandating CSR | | | | | | |
|---|--|--|--|--|--|--|

[View File](#)

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|---|--|---|---------------------|---------|---|---|
| Proactive Approach to CSR spending post legislation mandating CSR | Jyotika Bahl | Business Analyst | 2019 | Nil | Nil | Gargi College, University of Delhi |
| Identification of common food Adulterant in selected food items collected from local grocery stores and supermarkets | Anamika Saini, Aamita Saini, Lavleen Sachdev, Neha Kumari, Prachi Goel, Priyanka Gupta, Richa Jain, Yashasvi Shukla, Geeta, Reema Mishra and Renu Soni | Journal of Agricultural Engineering and Food Technology | 2019 | 4 | Nil | Gargi College, University of Delhi |
| Groundnut AhcAPX conferred abiotic stress tolerance in transgenic banana through modulation of the ascorbate-gluthathione | Shashi Shekhar, Anjana Rustagi, Kapil Lawrence, Deepak Kumar, and Sarin Neera Bhalla | Physiology and Molecular Biology of Plants | 2019 | 5 | 1 | Gargi College, University of Delhi |

| | | | | | | |
|---|-------------------------------|--|------|-----|-----|------------------------------------|
| pathway. | | | | | | |
| 'Draft National Education Policy 2019: What is in it for school education?' | Jyoti Raina | Economic and Political Weekly | 2019 | Nil | Nil | Gargi College, University of Delhi |
| Alleviating employee work-family conflict: Role of Organisations | Dr Anjni Anand Dr Veena Vohra | International Journal of Organizational Analysis | 2019 | Nil | 3 | Gargi College, University of Delhi |
| Fort William College: Fortifying an Imperial Space | Sutapa Dutta | Summerhill IIAS Review | 2019 | 2 | Nil | Gargi College, University of Delhi |
| ?????????? ????????? ???????? ?? ???????? | ????? | ????????? | 2019 | Nil | Nil | Gargi College, University of Delhi |
| ????????? ????? ?? ?????????? | ????? | ????????? | 2019 | Nil | Nil | Gargi College, University of Delhi |
| ???????? ??? | ???????? ???????? | ????????? | 2019 | Nil | Nil | Gargi College, University of Delhi |
| A Woman Who Ruled An Empire, Book Review of the Empress: The Astonishing Reign Of Nur Jahan | Ruchika Sharma | The Book Review | 2019 | Nil | Nil | Gargi College, University of Delhi |
| View File | | | | | | |

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|-------------------|---------------|----------|-------|-------|
| Attended/Semi | 52 | 150 | 200 | 200 |

| | | | | |
|---------------------------|---|---|-----|----|
| nars/Workshops | | | | |
| Presented papers | 9 | 5 | 3 | 7 |
| Presented papers | 4 | 9 | Nil | 29 |
| View File | | | | |

3.4 – Extension Activities

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

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|--|--|--|--|
| Biodiversity trail: seeking solution in nature | Saheed Bhagat Singh College | 1 | 2 |
| Heart2Art4Earth Challenge | Green Peace India | 1 | 16 |
| National Science Day 2020 | Ministry of Science and Technology and Earth Science, Ministry of Health and Family Welfare | 1 | 35 |
| Workshop by Clean Air Asia | Clean Air Asia, Envecologic, Delhi | 1 | 10 |
| Global Climate Strike | Fridays for Future Organisation | 1 | 14 |
| Nest Making workshop and interactive workshop on biodiversity by Shri. Rakesh Khatri | Earthcon: The Eco Club of Mata Sundari College | 1 | 1 |
| Floriculture and terrace farming | Mahatma Gandhi institute for climate change | 1 | 1 |
| World Clean Up Day | Estonian Embassy, European Union | 1 | 12 |
| Lecture: Environmental Heritage of India | Justice Swatanter Kumar (Former Chairperson of National Green Tribunal and Former Judge of Supreme Court of India) | 1 | 54 |
| Model United Nations | Harithkram: The Eco Club of Saheed Bhagat Singh College | 1 | 11 |

[View File](#)

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

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|----------------------|-------------------|-----------------|------------------------------|
| NIL | NIL | NIL | Nil |
| No file uploaded. | | | |

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activities | Number of students participated in such activities |
|--|---|--------------------------|--|--|
| Girl Up (Done by students at individual level) | Girl Up United Nations | Uplifting Women | 1 | 30 |
| Swachhta Pakhwada | Gargi College | Swachhta Pakhwada | 1 | 1 |
| CM Rally 2020 | NCC, Gargi College | CM Rally 2020 | 1 | 1 |
| Save water rally | NCC, Gargi College | Save water | 1 | 1 |
| Tree Plantation Drive | Gargi College | Tree Plantation Drive | 1 | 2 |
| Project Kilkari | CDF, Gargi Chapter | Head, Project Kilkari | 1 | 1 |
| Government Project | 4DGBN (Gargi NCC) | Participation | 1 | 2 |
| Bharat Abhiyan | Gargi College | Swachh Bharat | 1 | 2 |
| Project Kilkari | Gyandeep NGO | Taught students of slums | 1 | 1 |
| Women Empowerment Project | Manzil Mystics | Webhor | 1 | 1 |
| View File | | | | |

3.5 – Collaborations

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

| Nature of activity | Participant | Source of financial support | Duration |
|--------------------|-------------|-----------------------------|----------|
| NIL | 00 | NIL | 00 |
| No file uploaded. | | | |

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

| Nature of linkage | Title of the linkage | Name of the partnering institution/ | Duration From | Duration To | Participant |
|-------------------|----------------------|-------------------------------------|---------------|-------------|-------------|
|-------------------|----------------------|-------------------------------------|---------------|-------------|-------------|

| | | industry /research lab with contact details | | | |
|---------------------|--|--|------------|------------|---|
| On-the-job training | FDP on Managing Online Classes: Teaching Learning Tools and e-Content Generation | Bharati College, University of Delhi in collaboration with Mahatma Hansraj Faculty Development Centre (MHRFDC) | 17/08/2020 | 22/08/2020 | 2 |
| On-the-job training | FDP on Biological and Industrial Application | PG Research Department of Microbiology, Idhaya college for women, Kumbakonam | 02/08/2020 | 06/08/2020 | 2 |
| On-the-job training | FDP on Pedagogical training for effective online teaching and learning | DeenDayal Upadhyaya College (University of Delhi) and KTHM College, Nashik | 03/08/2020 | 10/08/2020 | 1 |
| On-the-job training | Exploring New Frontiers of Learning" conducted under Lecture Series on MOOCs | Shrivishwa karma Skill University, Palwal, Haryana | 01/07/2020 | 02/07/2020 | 3 |
| On-the-job training | FDP on Research Building Capacity under UGC Scheme, STRIDE Component 1 | V.O. Chidambaram College, Thoothuudi | 15/06/2020 | 16/06/2020 | 3 |
| On-the-job training | FDP on Research Methodology | ARSD College, University of Delhi, In Collaboration with TEACHING | 05/06/2020 | 11/06/2020 | 3 |

| | | | | | |
|---------------------------|--|--|------------|------------|----|
| | | LEARNING CENTER, RAMANUJAN COLLEGE, University of Delhi | | | |
| On-the-job training | FDP on Blended Learning | Anand Institute of Social Work, Anand, Sri Guru Nanak DevKhalsa College, University of Delhi, The Bhopal School of Social Sciences | 18/05/2020 | 23/05/2020 | 2 |
| On-the-job training | Refresher Course in Life Sciences Bio technology | UGC-HRDC, Jawaharlal Nehru University, New Delhi | 19/08/2019 | 30/08/2019 | 3 |
| On-the-job training | Refresher Course in Life Science | CPDHE, Delhi University | 12/06/2019 | 12/07/2019 | 5 |
| Project work | CSE's initiative for air pollution and public transport reforms in Delhi | Centre for Science Education and Communication | 24/07/2019 | 31/07/2019 | 30 |
| View File | | | | | |

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|-----------------------------------|--------------------|---|---|
| ICT Academy | 25/11/2019 | Skill education | 4701 |
| Sri Guru Nanak Dev Khalsa College | 13/11/2019 | Cooperation, promotion, networking of IQAC for standardization of policies and procedures | 141 |
| Coursera | 31/07/2020 | Skill education | 4701 |
| View File | | | |

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| | |
|--|--|
| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
| 37.6 | 37.6 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|--|-------------------------|
| Campus Area | Existing |
| Class rooms | Existing |
| Laboratories | Existing |
| Seminar Halls | Existing |
| Classrooms with LCD facilities | Existing |
| Seminar halls with ICT facilities | Existing |
| Value of the equipment purchased during the year (rs. in lakhs) | Newly Added |
| Number of important equipments purchased (Greater than 1-0 lakh) during the current year | Newly Added |

[View File](#)

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or patially) | Version | Year of automation |
|---------------------------|--|---------|--------------------|
| NetLib | Fully | Vidyut | 1999 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|----------------------|----------|--------|-------------|--------|-------|---------|
| | | | | | | |
| Text Books | 58772 | 707956 | 342 | 362683 | 59114 | 1070639 |
| Reference Books | 8932 | 210163 | 16 | 85879 | 8948 | 296042 |
| Journals | 46 | 114004 | 46 | 108274 | 92 | 222278 |
| CD & Video | 381 | 9054 | Nil | Nil | 381 | 9054 |

[View File](#)

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---------------------|--------------------|---------------------------------------|-----------------------------|
| Nil | Nil | Nil | 31/12/2020 |

No file uploaded.

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|---------------------------------|--------|
| Existing | 1798 | 5 | 4 | 6 | 0 | 22 | 47 | 100 | 5 |
| Added | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Total | 1798 | 5 | 4 | 6 | 0 | 23 | 47 | 100 | 5 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

100 MBPS/ GBPS

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|--|
| NIL | Nil |

4.4 – Maintenance of Campus Infrastructure

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

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 0 | 10621180 | 0 | 0 |

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

Physical facilities, built structures and open spaces: For formal events like the seminars in ECA breaks, grooming sessions organized by placement cell, department festivals and formal society events, a calendar is maintained in the office with specific personnel and (allocation of) auditorium, seminar hall and lecture theaters and computer labs are booked accordingly on first-come first-serve basis. Another factor which determines the venue is the seating capacity and scale of event. However the milieu of the college is such that the rules and procedures are only to streamline the system and facilitate but not to act as constraints. Very cordial exchange of venue/s between societies and between departments is an indication of the spirit of collegiality when a specific situation arises like an external resource person's visiting dates had to be rescheduled. This is seen between teachers and also amongst the student office-bearers of societies. The room booking is transparent to the teacher and student office bearers in case of rescheduling any event. Policies and procedures during Covid 19: Communication channels: Covid 19 necessitated a different framework of policies and procedures, essentially through the communication networks in the virtual space. Institution stood up to this challenge essentially by disseminating information on website through timely notices from UGC, University of Delhi and the Institution, on various issues such as given below. To unpack the relevance /implication of these notices/circulars institution relied on teachers as foot soldiers. Since the lockdown happened when University of Delhi is in its mid-semester break many students were left stranded in their hometowns and other places. With evolving understanding of the covid 19 disease and its potential implications it was on the teachers in each of their class groups to assure students about the completion of syllabus, assignments, online tests, addressing security issues

related to online platforms, being compassionate towards the situation of those students who could not access online classes due to lack of digital infrastructure at their disposal in their hometowns. And for those who faced connectivity issues. For such students every effort is made by the teachers to use other channels of communication and sharing notes, reading material, clearing their doubts individually and in small groups as well. All this effort resulted in no specific 'college hours' though the practice of students calling upon teachers for support always existed in the physical settings as well. The nature of this support included academic aspects and assuaging their anxieties regarding completion of academic year especially in the case of final year students. Suddenly students had to give their group presentations in virtual mode. But with the support of teachers and efforts made by students institution saw minimal disturbance in terms of acquisition of knowledge. Most of the circulars were related to the following: Mental health of students Webinars Placement sessions Exam schedules OBE guidelines Online platforms

<https://gargicollege.in/rules-and-regulations/>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|---|--------------------|------------------|
| Financial Support from institution | Student Welfare Scheme and Various Scholarships | 18 | 94200 |
| Financial Support from Other Sources | | | |
| a) National | National Scholarship Portal, PMSSS, DST POSE Scholarship, INSPIRE, Umbrella Scheme SAscholarship, APSSS, USEST, PMSSM, National Scholarship Scheme, Ishan Uday Scholarship, SHE INSPIRE, Various State Scholarships | 53 | 1614671 |
| b) International | -- | Nil | 0 |
| View File | | | |

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

| Name of the capability enhancement scheme | Date of implementation | Number of students enrolled | Agencies involved |
|---|------------------------|-----------------------------|---------------------------|
| Pharmacotherapy as a treatment Option for Psychiatric Disorders | 01/11/2019 | 90 | Children First, New Delhi |
| Understanding | 23/09/2019 | 175 | Mahatma Gandhi |

| | | | |
|---|------------|-----|---|
| Emotions | | | Antarrashtriya Hindi Vishwavidyalaya Wardha Psychologist |
| Improving Couple Communication through Therapy | 20/09/2019 | 135 | Marriage Family Therapy Program, Northwestern University, USA |
| Holistic Health through Naturopathy and Yoga | 16/08/2019 | 120 | Vedic Ashtang Yog Centre, New Delhi |
| Entrepreneurship and Finance | 23/10/2019 | 60 | Consilium and Finladder |
| My Perspective on Women Empowerment | 16/09/2019 | 50 | Comascent Team, Gargi College |
| Economic Empowerment of Women. | 30/09/2019 | 989 | Commerce Association |
| How to approach the UPSC Examination | 11/09/2019 | 120 | Unique Shiksha |
| Shattering the myths of CAT | 04/09/2019 | 100 | Endeavor Careers |
| Applications of Maths in Real World Students organised: Pictionary and Cryptomania. | 18/10/2019 | 138 | Gargi College, Delhi Univeristy |
| View File | | | |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|---------------------------|--------------------|--|--|--|---------------------------|
| 2019 | -- | 414 | 3869 | 3 | 131 |
| View File | | | | | |

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 4 | 4 | 19 |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|-----------|-----------|-----------|------------|-----------|-----------|
| Name of | Number of | Number of | Name of | Number of | Number of |
| | | | | | |

| organizations visited | students participated | stduents placed | organizations visited | students participated | stduents placed |
|--|-----------------------|-----------------|---|-----------------------|-----------------|
| EY GDS KPMG ASAHI INDIA GLASS LTD. THE OBEROI GROUP DELOITTE NIIT BAIN CO GENPACT TRAKINVEST SHEEKO | 965 | 81 | Acadecraft Adzealous media AIG App Street Software Appen limited Ashiana Housing Ltd. Athena Education Atom Awaaz educational services Bhaichung butia football school | 2122 | 426 |
| View File | | | | | |

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

| Year | Number of students enrolling into higher education | Programme graduated from | Depratment graduated from | Name of institution joined | Name of programme admitted to |
|------|--|--------------------------|---------------------------|--|-------------------------------|
| 2019 | 12 | B.Sc. | Mathematics | University of Delhi, XLRI, Jamshedpur, University of Hyderabad, Guru Jambheshwar University, Hisar (Haryana), SVSU, IIT Bhubaneswar, Amity University | M.Sc |
| 2019 | 7 | BA | Business Economics | Management Development Institute (MDI), York University Babson College, (USA), XLRI, (Jamshedpur), London Business School, Symbiosis | MBA |

| | | | | | |
|------|----|-------|--------------|--|----------------------------------|
| | | | | Institute of Management Studies | |
| 2019 | 7 | BA | Economics | DSE, SAU, Law Faculty | Masters in Economics, Law |
| 2019 | 16 | BA | Philosophy | DU, Faculty of Law Amity University, Ashoka University, Tata Institute of Social Science, Pacific Northwest University, IGNOU | MA |
| 2019 | 25 | B.Sc | Microbiology | DU South Campus, Central University of Punjab, DTU, BHU, IISc Bangalore | M.Sc |
| 2019 | 25 | B.Sc | Chemistry | J. C. Bose University, IISc, Bangalore, University of Delhi, MDU Rohtak, IIT Bombay, Indira Gandhi University, IIT Ropar, IIT Kanpur, IP University, NIT | MCA, M.Sc, Integrated PhD, B.Ed. |
| 2019 | 16 | B.Sc | Physics | IIT Guwahati, IIT Jodhpur, University of Delhi | M.Sc |
| 2019 | 12 | B.Com | Commerce | University of Delhi, NMIMS, IGNOU, Symbiosis College of Arts and | MBA, M.Com |

Commerce,
(Pune), IBS
GURGAON,
Banasthali
University,
St. Andrew's
College,
Mumbai
University

[View File](#)

5.2.3 – Students qualifying in state/ national/ international level examinations during the year
(eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|----------------|---|
| NET | 25 |
| GATE | 4 |
| GMAT | 5 |
| CAT | 19 |
| TOFEL | 6 |
| Civil Services | 3 |
| Any Other | 73 |

[View File](#)

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

| Activity | Level | Number of Participants |
|--|---------|------------------------|
| Delhi University Inter College Cricket Tournament for Women | College | 50 |
| Saarthi, an initiative by Sports Council for the mental health of College Sports Women. | College | 50 |
| Sports Specific Coaching Programme organised for followings sports: -Aerobics, Athletics, Ball Badminton, Basketball, Chess, Cricket, Judo, Kurash, Tennis, Volleyball and Wrestling | College | 150 |
| Participated in Fit India Moment on the occasion of National Sports Day on 29th August 2019 | College | 100 |
| Gargi College conducted a Sports Admission trials in Volleyball and Cricket for Undergraduate Women in Sports Quota 2019-20 | College | 300 |

| | | |
|--|--|-----|
| Gargi Olympiad Inter-Stream Sports GARGI OLYMPIAD INTER-STREAM SPORTS COMPETITION 2019-20, Athletics, Tug of war, Saaraki, Vigoro, Kho-kho, Rugged handball, Aerobics, Sports Quiz, Sports Rangoli | INTER-STREAM INDIGENOUS SPORTS COMPETITION for College level | 230 |
| Annual Sports Meet | College | 700 |
| View File | | |

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|------|--|------------------------|-----------------------------|-------------------------------|------------------------|-----------------------------------|
| 2019 | Gold Medal in North Zone Ball Badminton Championship | National | 3 | Nil | 176236, 173737, 192218 | Ms. Jyoti, Ms. Poonam, Ms. Himani |
| 2019 | Gold Medal in North-Zone Inter University in Chess Competition | National | 1 | Nil | 182425 | Ms. Priyamvada Munjal |
| 2019 | Gold Medal in Senior National Kurash Championship | National | 1 | Nil | 176249 | Ms. Mahima Tokas |
| 2019 | Silver Medal in REV. TYTLER International Kurash Tournament | National | 1 | Nil | 190150 | Ms. Sonam |
| 2019 | Silver Medal in Senior National Kurash Championship | National | 1 | Nil | 190150 | Ms. Sonam |
| 2019 | Silver Medal in Kazakh | National | 1 | Nil | 190150 | Ms. Sonam |

| | | | | | | |
|------|--|----------|------|------|---|--|
| | kurash National C hampionshi p | | | | | |
| 2019 | Gold Medal in All India Kurash Cha mpionship (Junior) | National | 1 | Nill | 190150 | Ms. Sonam |
| 2019 | First Position in Indian Dance Comp etition | National | Nill | 9 | 172219, 180025, 180220, 183512, 181144, 182988, 186551, 183802, 194125 | Ms. Arunika Sharma, Ms .Pratyooosh a Singh, Ms.Malvika Agarwal, Ms. Ipsita Majumdar, Ms.Vasundh ara Sharma, Ms.Shejal Gupta, Ms.Ishika Saxena, Ms.Ananya Tewari, Ms. Revathi R Nair |
| 2019 | First Position in Fine Arts Compe tition | National | Nill | 10 | 191025, 190001, 181701, 173424, 173009, 192455, 194805, 180218, 174451, 171308, 192429, 194824 | Ms. Charu, Ms Astha Bishnoi, Ms Aashmani Ghosh, Ms. Kashish Goyal, Ms. Maidnee Goja, Ms. Stuti, Ms Aliya Azmi, Ms. Lehar, Ms. Ritika Verma, Ms. Enarica Barman, Ms. Neha Yadav, Ms. Ishita Nagar |
| 2019 | First Position | National | Nill | 5 | 186501, 176336, | Ms. Aarciah |

| | | | | | |
|---------------------------------|--|--|--|------------------------------|---|
| in Western Music Competition | | | | 191707, 192416, 192016 | Thouman, Ms. Tuba Khan, Ms. Aprajita Gupta, Ms. Esther Jakhalu, Ms. Hannah N. Tonsing |
|---------------------------------|--|--|--|------------------------------|---|

[View File](#)

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

Students' Council is a symbol of the collective aspiration of students to have a democratic space to express themselves and have a say in the matters which are of significance to them. This institution is also a symbol of nurturing democratic leadership. The President is a member of the important committees of the college as ICC (Internal Complaint Committee), Canteen Committee, Proctorial Committee, IQAC (Internal Quality Assurance Cell), NAAC Committee etc. The Students' Council, in consultation with faculty Union Advisors, Proctors and Principal take the decisions for organizing various events and activities, channelling sponsorships and other operations related to students. Decisions for managing the functioning of various committees and societies for extension activities, cultural and co-curricular activities are taken collectively by student council, teacher facilitators and the Principal. These activities are planned and organized as per the academic and cultural calendars of the college. The cultural secretary organizes the inter college competitions in Delhi University circuit and other institutions too (IIT Delhi, Mumbai to name a few). Annual calendar is drawn up by Student Council at the beginning of the academic session in consultation with each department association. The Council works around the areas of discipline, management, leadership, service to students and addressing their grievances. All elected members belong to diverse streams and courses, thus making the nature of the council very inclusive of varied thoughts, ideas and practices. Council networks with elected members of the department associations and elected representatives of each class. The Council along with the student/teacher conveners of cultural and non cultural societies and Public Relations Team, an extension of the association, works to host Gargi's most awaited and biggest event of the year, 'Reverie- the College fest'. It involves all students of the college by encouraging the spirit of volunteering, taking up responsibility, acquiring organizational skills and appreciating accountability. Staff of the college oversees and mentors the process while giving maximum space to students for expression of creativity and seeking constructive collaboration across the board. Students are represented in each department through a process of election, by nomination in IQAC, Canteen committee, in ICC, WDC in addition to all extracurricular and co-curricular committees thereby getting exposed to themes of management, marketing, entrepreneurship, leadership, volunteering and social service by hands-on experience. In addition to above, each department has a council of its own which represents the student voice of the department. Each department has its own procedures of the selection/election of the student body of the respective department. Departments across all the streams are actively involved in organizing and participating in various seminars, talks, workshops, Annual departmental Fest and other activities throughout the year. Besides academic events departments also publish annual magazines which showcases their creativity, team work, leadership quality, management and literature skill. They also plan and execute educational trip/field visit for the departmental students as a part of academic learning.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

Institution has alumni association. It is not yet registered. It 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. 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 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.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

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

IQAC continued to play its part in the scripting quality moves in the new age of documentation and understanding it's role in the life of an institution for the benefit of all stakeholders. Finding feasible solutions. Sometimes short term and sometimes long term. 1. Distributed Leadership and consequent accountability: It is distribution of decision-making for tasks at hand, which are academic, creative and managerial-as the case may be, at multiple levels and in different social contexts of the institutional life. Exemplars on internal distribution of work and responsibility (snippets from internal reports of departments-not always identical): (i) Commerce Department : ? Teacher-in-charge on rotation every two years ? Commerce Association twice a year ? Time table preparation twice a year ? Workload calculation ? Comascent (Department's Bi-annual Magazine) ? Gargi Pathfinder Award ? Member of Library Committee and Computer Committee ? Duties for the admission on rotation ? Department and College Admission Committee (ii) Providing increasing leadership opportunities to youngest millennials in all spheres of activity. Opportunities to work and get mentored by veteran faculty. Enthusiasm, initiative, open to learning and willing to take responsibilities are abundant in the millennial group of faculty. Autonomy to choose societies/work/research/even creation of new societies is the hallmark of the institution. They are an asset to the institution and their presence is also an indication of the robust recruitment practices of the institution. Exemplars: (i) Creation of NAAC Steering

Committee which constitutes veterans and faculty from millennial generation (ii) Team NIRF (iii) Team India Today (iv) Creation of new societies: North-East Society (v) Team IQAC. Structured Leadership Opportunities for generation Z: Students, representing generation Z, too are in leadership positions. The aspiration of students to gain entry into various societies is reflected in the number of applications/registrations a society witnesses every year. By getting selected/becoming a member, as the case may be, students get a first-hand understanding of responsibility with accountability, develop capacities to listen to the peer group, communicate/coordinate with faculty, coordinate with industry, gain hands-on training through working in associations/societies and as class representatives and consequent mentoring from teachers. Their functions include conceiving the themes, planning and organization of departmental events designing interesting and imaginative competitions and events acquiring skills of marketing, looking for sponsors and connecting with administration. 2. Decentralized documentation processes and analysis at the source by departments and societies: Based on the principle of distributed leadership each department and society documents it's own practices, plots progress, looks for areas of improvement and gives due recognition to the work of students in the community through various social media handles. Primarily it is for reviewing their work, based on the vision and plans for the current academic year. It also helps in planning for the following year. This internal documentation also helps in sharing their work with committees that work on preparing college and departmental magazines, college annual reports, alumni magazines, college prospectus, and for accreditation and ranking agencies.

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

Yes

6.2 – Strategy Development and Deployment

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

| Strategy Type | Details |
|---------------------------------|--|
| <p>Research and Development</p> | <p>Faculty members prepare students to write and present papers in national and international seminars in India and abroad. • Faculty members have their own funded projects (Government agencies), star college projects, innovation projects, pathfinder projects, BIF project (institutional grant) and some faculty members also encourage student to participate in short term research projects which are not funded by an6 agency or institution to keep alive their interest. Exposure to these areas has strengthened possibilities of student admission (progression) into higher education institutions. • These research projects help the students to learn lab techniques which are frequently used in labs so that they are acquainted with the commonly used lab techniques and basic protocols. This helps in creating interest as well as trains them, brief and familiarizes them about research. Exemplar-Physics Department has a Delhi University approved research lab in</p> |

which undergraduate and post-graduate students undertake research activities. Two of the faculty members have Ph.D. scholars working under them. Over and above these, few of the faculty members are guiding the undergraduate students in few projects. Physics department organised summer workshop on interdisciplinary aspects of research for the science and Mathematics undergraduates in which lecture cum demonstrations on X-ray diffraction techniques, open and free resources etc were conducted.

Admission of Students

Admission process was fully Online mode on Delhi University Admission portal. There was a login id for every department, concerned Teacher-in-Charge(TIC) and teachers engaged with the process. Process includes checking certificates and verification for further process. After confirmation of the admission students paid the course fee online on University Admission portal.

- Review of the previous year's process for improvement.
- Orientation regarding the procedures was done with all staff members and student volunteers.
- All relevant information related to admission is provided in the prospectus and updated on the website. The percentage is publicized through newspapers, DU website and college website. Admission is made on merit basis only in all programs.
- Centralised admission procedure based on All India Entrance Examination is followed for two professional programs: B. B. E. B El Ed. Support system for aspirants from the department.
- Teachers personally provide counselling/mentoring to the students.
- At the time of admission, senior students, by setting up help desks, actively participate in the admission process. They help out the newcomers throughout the application process in filling the admission form, arranging the documents. They also encourage and guide them and help to get comfortable in college environment.

Industry Interaction / Collaboration

- Industrial visits are organized by departments and Lectures/talks by industry experts are also another medium of interacting with industry.
- Placement cell collaborates with corporations and training institutes to

prepare students for appearing in the recruitment sessions. This relationship includes facilitating mock tests, profile-specific talks, competencies to be acquired for preparing for various competitive examinations. Exemplar-Department of History: Students visit National Museum every year. The students also attend a 1 day workshop along with a faculty member at the Indian National Trust for Art and Cultural Heritage Exemplar- Department of Elementary Education: Continuous collaboration with schools, which is 'industry' in the case of teacher education. This is done majorly through field visits and hands on practices in those settings. This is in addition to many other openings in industry like content writing, curriculum developer, storytelling resource person, theatre/craft resource person. Opportunities are consciously planned to understand the requirements of the field and learn from the best practices in the field. This is done through observation of exemplary schools in the urban and rural/remote areas. This provides a sense of the field and students get to know the places of their work in future. It is done through observation of their processes and Internship. Eg: MCD, NDMC, KV, Navyug schools, private schools, schools/programmes run by NGOs in rural areas. Exemplar-Department of Political Science: The students also procured funding from industry to conduct the annual academic and cultural fests.(in industry collaboration).

Human Resource Management

- During the year 2019-20, especially during the lockdown period because of COVID-19 pandemic, the College took a leap towards paperless administration by according leave approvals, joining of the teaching and non-teaching staff through virtual mode to facilitate everyone.
- During the pandemic situation, the college fully cooperated with the teaching as well as non-teaching staff so that they are saved from unnecessary work which could not be done online.
- The option of work from home was made available for those employees who stay far away from the college after the first lockdown and flexible work conditions were provided to other needy staff. College supported

staff in these difficult times wherever a situation existed. • Complete sanitisation of the campus was ensured before re-opening with partial/skeletal staff to start with. • Rotation for administrative staff was facilitated. • For the limited staff working from the institution on any given day (just after the lockdown) care was taken to provide them with individual sanitising material and in the entry to the office as well. • Permissions for attending online FDPs was allowed as a special measure irrespective of the number of aspirants. The system before pandemic allowed for a limited number of teachers to attend FDPs at the same time so as to not disturb the teaching activity in the department according to the decision arrived at in staff council much earlier. This facilitated more staff members to acquire knowledge through attending virtual seminars/webinars. • College also stepped up its own webinars and provided information and knowledge regarding the pandemic itself, on virtual tools of teaching, on health-related sessions. • The College administration put in efforts to enable staff to attend various committee meetings while remaining in house (working from home). This ensured the progress of work in a manner as efficient as possible and thus saved the cost of conducting physical meetings. • Collaboration with Coursera and ICT Academy ensured continuous acquisition of knowledge and skills from the safety of home for both staff and students. • Societies and departments seamlessly moved to webinars. • Institution acquired access to online platforms to facilitate this shift. Exemplar-The Department over the years has successfully cultivated a 'culture of care' that transcends hierarchy and incorporates all the stake holders. Faculty members are supportive of each other and senior colleagues willingly mentor new colleagues and have sustained in creating transparency and effective teaching learning mechanism.

Library, ICT and Physical Infrastructure / Instrumentation

Librarian ensures timely information regarding acquisition of e-resources and encourages physical access of the library. Departments placed their

requisition to the College library for the purchase of books necessitated by the revision of LOCF curriculum introduced by the University of Delhi. Adequate time is given to departments to collate their requirements to be procured by the library staff. Library committee works in close coordination to further these functions. Departments also make efforts to acquire recent research publications required by the students as per the curriculum requirements.

Examination and Evaluation

- Examination and Evaluation is carried out as per University of Delhi guidelines. Continuous evaluation is done through different methods like internal assessment tests, assignments, presentations, projects etc. Transparency is maintained in evaluation process. Practical examination is conducted in the presence of external examiners appointed by the Department of Mathematics, University of Delhi.
- The students are continuously assessed and evaluated throughout the semester by using different forms of assessments, like MCQ, Quizzes, short and long questions, riddles etc. The final assessment is done by following the University guidelines. Departments and individual teachers while adhering to the broad parameters of evaluation experiment with various practices of evaluation by involving students in the process. Some of the practices are given below.
- Student participation in decision-making is encouraged by giving them the flexibility to decide on submission deadlines for internal assessment, involving them in the designing and development of practical activities and so on.
- Criteria for evaluation, the nature of continuous evaluation, and the break-up of marks for internal assessment was made known to the students well in advance in the beginning of the semester.
- In cases where students expressed willingness to improve their marks, the teachers created additional assessment and evaluation opportunities for students.
- Special care was taken to accommodate the needs of extracurricular activities and sports quota students who sometimes are not able to be part of regular internal assessment and evaluation

situations due to the demands of their societies. Exemplar for examination: Although the University of Delhi and the Gargi College themselves made information available on their respective websites, the Psychology Department took special care to hand-hold students through the tough times, and to help them navigate the unforeseen challenges of online examination etc.. Through this online platform students were instructed about guidelines for mock and final OBE organized by the University of Delhi. All doubts and concerns of the students were addressed through this.

Teaching and Learning

March 2020, with the declaration of a nationwide lockdown in response to the COVID-19 pandemic, departments moved on to conduct online classes on Zoom, Google meet and other platforms. This required a quick response to support students in their learning and helping them prepare for exams. Faculty worked hard to stay in contact with students on various online platforms. This also involved conducting online assessment practices from presentations to group and individual assignments and giving feedback. Exemplar-Department of Mathematics: Peer learning is promoted within and outside class hours. Team learning is facilitated through project works. Guided teaching and guided assignments, group discussions, presentations, viva, seminars etc. promote meaningful learning. Remedial classes/tutorials are held for students requiring additional help. Regular assignments with different difficulty levels are given to the students for participative learning and to enhance their problem solving skills. Group and individual presentations are also organized for better understanding of the subject. The questions given in tests and assignments are discussed after the submission and evaluation to enhance problem solving techniques. Seminars and guest lectures are organized and students are encouraged to attend such programmes both in and outside college. Students are suggested to participate in online courses conducted by many institutions. Exemplar-Department of Elementary Education: The department monitors the teaching learning process through an

internal moderation committee. Each faculty member submits a detailed assessment criteria for their course to the moderation board. The board in turn gives detailed feedback on the nature of assignments and moderates marks of all 8 B.EL.ED colleges. Peer groups in the other B.EL.ED institutions also comment on each other's work and share each other's practices. The feedback received helps maintain the quality of the teaching learning processes each year.

Curriculum Development

- Though the curriculum is prescribed by the university, faculty provides feedback regularly and attends meetings/workshops regularly to update the curriculum. This way the faculty plays a significant role in strengthening the curriculum. Most of the teachers thus are either directly or indirectly involved in the review of curriculum.
- Teachers, based on their expertise, reading and awareness bring in their individual interpretation of the courses and thus enhance the given curriculum. It is done either through linking with industrial visits, linkages with employment-based themes/skills, through usage of creative materials and by reinforcing the outcomes of the course vis-a-vis attributes of a graduate in a specific discipline at the level of individual teacher.
- The courses offered by the departments include core courses, skill enhancement courses, discipline specific courses and generic elective courses for both honours and programme students. The orientation for the courses is an elaborate procedure where all departments are enthusiastically involved to further the agenda of interdisciplinarity as visualised in the CBCS. It is a very pro-student policy the institution follows keeping the interests of students in mind primarily.

6.2.2 – Implementation of e-governance in areas of operations:

| E-governance area | Details |
|--------------------------|---|
| Planning and Development | It involves reviewing last year's policies and practices and allocation of funding and making the campus ready for the new session. Based on the principle of distributed leadership and consequent accountability each |

department and society /committee plans it's future by reviewing the previous year. Some aspects of centralised planning is related to the maintenance of common spaces, physical infrastructure and meetings of the head of the institution with Teacher - in - Charges and admission/workload/timetable/ website committees. To enable efficient functioning of the administration through virtual mode, the college upgraded its technological infrastructure and skilled its manpower so as to run in a seamless manner.

Administration

During the year 2019-20, the especially during the lockdown period because of COVID-19 pandemic, the College took a leap towards paperless administration by according leave approvals, joining of the teaching and non-teaching staff through virtual mode. During the pandemic situation, the college fully cooperated with the teaching as well as non-teaching staff so that they are saved from unnecessary work which could not be done online. Complete sanitisation of the campus was ensured before re-opening with partial/skeletal staff to start with. The College administration put in efforts to enable staff to attend various committee meetings while remaining in house (working from home). This ensured the progress of work in a manner as efficient as possible and thus saved the cost of conducting physical meetings. Exemplar-Administration: Because of lockdown and the extension of the academic session supporting student their day to day life has been the main target of our institution. In these difficult times we worked hard to not let students lag behind. We arranged for online classes. We resolved most of their queries on email or telephonic way so that they don't have to visit the campus unnecessarily. Our staff at the student corner has not left any stone unturned to help the students. Many committees are formed and regular meetings are being held to support the functioning of the college. We have taken special care about social distancing in committee meetings and mostly all the meetings were through video-conferencing only.

Finance and Accounts

• All aspects of accounts work is digitized. And accessible for quick retrieval. The finance department uses software packages for their routine work. Their interaction with other departments goes through the office communication loop after approval from the head of the institution. All payments are done through online. Supporting documentation like approvals from the head of the institution and the reasons for applying for funds are sought and given by staff. Procedures for applying for scholarships, paying fee by freshers/new admissions and the second, third year and fourth year students are shared clearly through mail and MTS. The budgets for the societies are also disbursed after the due process of presentation by conveners/office-bearers and approved by the head of the institution. Bursar, a faculty member by rotation, is also engaged in going through the procedures internally and giving legitimacy to the internal scrutiny. • Any new individual teacher has a query regarding filing information and expenditure for her/his official work, staff guides them by showing samples from their digital sources/documents. Accounts staff encourage constructive interaction and are open to suggestions within the boundaries of the auditing procedures. Auditors praised the department for efficient working procedures. • Research grants of faculty are maintained by the accounts department meticulously and the staff maintains healthy interaction in understanding the way funding agencies expect documentation. Disbursal is tracked through PFMS. • Statutory procedures are followed for filing tenders. Teaching and non-teaching staff is encouraged to use college GST number for any purchase done for college to be on the right side of the law and any consequent benefit reaches to college. • Digitisation of accounts department does not preclude them from reaching out to anyone who is digitally challenged. Open communication is encouraged.

Student Admission and Support

• Admission process was fully Online mode on Delhi University Admission portal. There was a login id for every department TIC or the concerned

teacher. After that committee has to check all certificates and do verification for further process. After conforming the admission Student paid the course fee online on University Admission portal. • All relevant information related to admission is provided in the prospectus and updated on the website. All information relevant for the academic and non-academic life of students was made available through the College website • A special dedicated email ID was created to respond to possible queries of prospective students. Also the phone numbers of dedicated faculty members were published on the College website in order to facilitate the admission process. These helpline numbers addressed the queries of an overwhelming number of students. • Admission registration is done online. • The collection of fees is online only.

Examination

• Examinations are conducted as per the University final Date sheet. Due to Covid 19 university decided to conduct examination fully online mode (Open Book exam). University developed OBE software portal for students and colleges. All students registered themselves on OBE portal and gave their exam on particular date according to the date sheet. After examination evaluation process also happened fully online. Answer scripts auto forwarded to the concerned teachers for evaluation. In this first time process immense coordination was witnessed between teaching and non-teaching staff, university and students. • Students were facing online OBE for the first time. As a result there was a lot of anxiety among students, regarding both the new portal which had been created and the demands of an open book exam. Since students were not physically present in the college, faculty needed to mediate at every step of the process. Besides this, faculty involved in teaching final year students needed to counsel students during the stress of COVID-related online education demands and also mentor them for OBE. • College stepped up its support system to students and generated an exclusive mail Id to cater only to the queries of students related

to OBE. Exemplar-Department of Psychology: Although the University of Delhi and the Gargi College themselves made information available on their respective websites, the Psychology Department took special care to hand-hold students through the tough times, and to help students navigate the unforeseen challenges of online examination etc.. Through this online platform students were instructed about guidelines for mock and final OBE organized by the University of Delhi. All doubts and concerns of the students were addressed through this.

6.3 – Faculty Empowerment Strategies

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

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|-------------------|-----------------|---|---|-------------------|
| 2020 | -- | -- | -- | Nil |
| 2019 | -- | -- | -- | Nil |
| No file uploaded. | | | | |

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

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|------|---|---|------------|------------|--|--|
| 2020 | -- | Institutional Quality Measures for Administration | 16/06/2020 | 18/06/2020 | 16 | 69 |
| 2020 | Teaching Techniques with Gamification (online live FDP) | -- | 14/05/2020 | 19/05/2020 | 3 | Nil |
| 2020 | Emotional Intelligence (online live FDP) | -- | 06/05/2020 | 11/05/2020 | 1 | Nil |
| 2020 | Process Management | -- | 03/06/2020 | 08/06/2020 | 2 | Nil |

| | | | | | | |
|---------------------------|--|----|------------|------------|------|-----|
| | in Problem Solving (online live FDP) | | | | | |
| 2020 | Salesforce Security Specialist (online live FDP) | -- | 15/06/2020 | 20/06/2020 | 1 | Nil |
| 2020 | Certificate Course on Digital Teaching Techniques | -- | 29/06/2020 | 04/07/2020 | 47 | Nil |
| 2020 | Certificate Course on Digital Teaching Techniques (sponsored by SPrayas - CSR Initiative of Atos Syntel CSR) | -- | 07/12/2020 | 12/12/2020 | 6 | Nil |
| 2020 | Virtual Classes Tools Google Classroom, Google Meet and YouTube | -- | 11/05/2020 | 11/05/2020 | 244 | Nil |
| 2020 | Enhancing quality and visibility of research output of faculty and researchers | -- | 16/05/2020 | 16/05/2020 | 1000 | Nil |
| 2020 | Open Education Resources | -- | 21/05/2020 | 21/05/2020 | 884 | Nil |
| View File | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional | Number of teachers who attended | From Date | To date | Duration |
|---------------------------|---------------------------------|-----------|---------|----------|
|---------------------------|---------------------------------|-----------|---------|----------|

| development programme | | | | |
|--|---|------------|------------|----|
| Orientation Programme, HRDC, Jawaharlal Nehru University | 1 | 15/07/2019 | 02/08/2019 | 19 |
| 125th Refresher Course, Jamia Millia Islamia, New Delhi Refresher Course in Hindi, HRDC, Jawaharlal Nehru University | 1 | 11/06/2019 | 01/07/2019 | 21 |
| Refresher Course in Hindi, HRDC, Jawaharlal Nehru University | 1 | 06/01/2020 | 18/01/2020 | 13 |
| Refresher Course On Life Sciences And Biotechnology, HRDC, Jawaharlal Nehru University | 3 | 19/08/2019 | 30/08/2019 | 12 |
| Refresher Course On Contemporary Studies, HRDC, JNU | 2 | 09/12/2019 | 21/12/2019 | 11 |
| Refresher Course On Commerce Management, Jamia Millia Islamia, New Delhi | 1 | 08/11/2019 | 30/11/2019 | 23 |
| Refresher Course On Indian Philosophy, Thought And Thinkers, CPDHE, DU | 1 | 17/09/2019 | 30/09/2019 | 14 |
| Refresher Course On Indian | 1 | 10/10/2019 | 23/10/2019 | 16 |

| | | | | |
|--|---|------------|------------|----|
| Education System And Skill Development, CPDHE, DU | | | | |
| Refresher Course On Indian Education System And Skill Development, CPDHE, DU | 1 | 03/01/2020 | 16/01/2020 | 14 |
| Refresher Course On Research Methodology, HRDC, Jawaharlal Nehru University | 3 | 14/10/2019 | 26/10/2019 | 13 |

[View File](#)

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| Nil | 78 | 79 | 42 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|---|---|----------------------|
| Medical, LTC, School education fee, Leave encashment as per norms | Medical, LTC, School education fee as per norms | Student Welfare fund |

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

| |
|---|
| <p>Internal Audit: Internal Audit for the financial year 2019-20 has not been completed. It is an ongoing process. Therefore the statement Accounts and Utilisation certificate for the above mentioned period has not been prepared.</p> <p>External Audit: External audit is conducted by two agencies . a. CAG: --has graded college audit upto financial year 2016-17 b. Delhi Administration (--) has conducted audit till financial year 2018-19.</p> |
|---|

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

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|---------|
| NIL | 0 | NIL |
| No file uploaded. | | |

6.4.3 – Total corpus fund generated

| |
|--------------|
| 263795400.77 |
|--------------|

6.5 – Internal Quality Assurance System

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

| Audit Type | External | | Internal | |
|----------------|----------|--------------------------|----------|-------------------------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | No | -- | Yes | Staff Council |
| Administrative | Yes | Delhi Government and CAG | Yes | Head of the Institution |

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

| |
|----|
| NO |
|----|

6.5.3 – Development programmes for support staff (at least three)

| |
|--|
| <p>Training program on Institutional Quality Measures for Administration: 1. Implementation of E-governance in areas of operations: • Planning Development • Administration • Finance Accounts 2. Accounting and Budget with NAAC Perspective 3. Data Centricity Admin Audit with NAAC Perspective 4. Cyber Security</p> |
|--|

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

| |
|---|
| <p>1. Student mentoring as per UGC norms. 2. Participation in the National Institutional Ranking Framework(NIRF), Ministry of Human Resource Development, Government of India 3. Distributed Leadership practices and consequent accountability providing structured leadership opportunities for generation Z.</p> |
|---|

6.5.5 – Internal Quality Assurance System Details

| | |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b) Participation in NIRF | Yes |
| c) ISO certification | No |
| d) NBA or any other quality audit | No |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|--|-------------------------|---------------|-------------|------------------------|
| 2019 | IQAC- Parents Interaction (for second year) on College Orientation Day | 20/07/2019 | 20/07/2019 | 20/07/2019 | 600 |
| 2019 | Detailed Face to face feedback sessions from teachers and lab staff to seek suggestions for Team | 06/06/2019 | 21/08/2019 | 28/08/2019 | 300 |

| | IQAC | | | | |
|---------------------------|---|------------|------------|------------|-----|
| 2019 | Internal collaboration with Placement Cell Team (on-going)-internal reports, reflective reports and assessment reports by mentors(seniors), feedback on agendas of Team Next SOPs | 15/11/2019 | 07/04/2020 | 23/04/2020 | 16 |
| 2019 | Digital initiatives for transparency | 31/05/2020 | 31/05/2019 | 31/05/2019 | 11 |
| 2020 | Presentation of Eco-survey work | 31/01/2020 | 31/01/2020 | 31/01/2020 | 2 |
| 2020 | ICT Academy-skill enhancement | 16/03/2020 | 16/03/2020 | 31/12/2020 | 412 |
| 2020 | Coursera for Campus-online learning platform | 01/08/2020 | 01/08/2020 | 31/12/2020 | 509 |
| 2020 | Training program on Institutional Quality Measures for Administration | 17/06/2020 | 17/06/2020 | 18/06/2020 | 105 |
| View File | | | | | |

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

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

| Title of the programme | Period from | Period To | Number of Participants | |
|------------------------|-------------|------------|------------------------|------|
| | | | Female | Male |
| 'Pride Parade' in | 06/09/2019 | 06/09/2019 | 400 | Nil |

| | | | | |
|--|------------|------------|-----|------|
| collaboration with The White Rose Club | | | | |
| 'Know Your Rights' on safety laws and girls rights | 06/09/2019 | 06/09/2019 | 120 | Null |
| Article Writing Competition on the topic - 'My Perspective on Women Empowerment' | 19/09/2019 | 19/09/2019 | 50 | Null |
| 'Naritva: Beyond Four Walls' | 20/09/2019 | 20/09/2019 | 120 | Null |
| Improving Couple Communication through Therapy | 20/09/2019 | 20/09/2019 | 135 | Null |
| 'Women's Economic Empowerment: A Reality!' | 30/09/2019 | 30/09/2019 | 989 | Null |
| 'Legal awareness workshop' with the National Commission for Women on laws pertaining to Women in India | 22/10/2019 | 22/10/2019 | 80 | Null |
| Under project 'Aagah' sensitization workshop WAS conducted at Masoom Zindagi NGO, pertaining to issues regarding Gender and Equality | 29/01/2020 | 29/01/2020 | 54 | Null |
| 'Gender Bias in Science' | 26/02/2020 | 26/02/2020 | 85 | Null |
| Women's Day Celebration on the theme "Women: An evolution of Identity" | 08/03/2020 | 08/03/2020 | 240 | Null |
| Women's Equality Day | 26/09/2020 | 26/09/2020 | 150 | Null |

| | | | | |
|---|------------|------------|-----|-----|
| 'Izhaar' (Mental health awareness students' group) interactions | 01/04/2019 | 19/03/2020 | 250 | Nil |
|---|------------|------------|-----|-----|

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

7.1.2 (revised) Each program in the college engages with environmental issues, it's impact on the planet and on livelihoods. Whether it is a humanities paper, science paper or a commerce paper. Most societies in the college also engage with similar themes either through knowledge sessions or projects, advocacy or through hands on work or through various forms of creative expression like poetry, movie screenings, celebrating/marketing competitions (poster-making and debates), art, essay, slogan competitions, debates, annual festivals, campaigns for various issues like pollution free rivers and training sessions. Some of those themes and special days are listed below. • "Environmental Heritage of India" • The launch of the #HOPE (Harmony on Planet Earth) • "Is It Possible to Live Without Plastic in Today's World?" • "Think out of Trash", Best out of Waste initiative. • Train for Clean Air: Youth Assess, Analyse, Act for Blue Skies, • Harithkram Model United Nations Environment Assembly (HMUNEA 19) on Environment Diplomacy and Global Health • Training for Green Educators in elementary education/schools. • World clean-up day • Global climate strike • Ganga Sansad, • Earth Witness • Plastic-free India • Swachhta Pledge • Swachhta Bharat • "Tide Turner- The Young Leaders Plastic Challenge • WWF India X UN Environment workshop • Swachhta Pakhwada • "Clean Up Drive on Yamuna Bank" • "There Is No Earth B" • Environment Awareness Drive • "Craft with Nature" • Knowledge sessions on Green audit through land, air, water, energy and air teams in Practicum. • E-waste collection drive • Sapling Distribution Drive • Plastic-free Environment • 'SINGLE USE PLASTIC-FREE' Campus • Environment Day, One-Week environment challenge on "Environment and Lockdown" • Bird count in the college in collaboration with 'Great Backyard Bird Count'. • Paryavaran aur Swachhta • "Next Gen Leaders: Tackling Climate Change" • "Sustaining while Trending" • Awareness about at-risk community of potters • Tree plantation drive A unique campaign in association with New Delhi Nature Society was conducted for a week and share their reflections: DAY 1- keep a bowl of water for strays/birds outside. DAY 2- to hug a tree DAY 3- to click a picture of environmental change DAY 4- to recycle/up cycle something DAY 5- to click picture of a flowering plant DAY 6- to walk barefoot on soil/grass Wherever possible green chemistry practices are followed by the chemistry department. Examples: • Microwave assisted synthesis of copper phthalocyanine complex (saving heat energy) • Use of electric water bath by 12 students at a time instead of lighting 12 gas burners. • Alternative method of nitration at room temperature. • All preparations are done in small scale (energy efficient) • Electric oven is used for drying purposes where 10 students can use it simultaneously thus reducing the consumption of LPG.

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|-----------------------------|--------|-------------------------|
| Physical facilities | Yes | 26 |
| Ramp/Rails | Yes | 26 |
| Braille Software/facilities | Yes | 5 |
| Rest Rooms | Yes | 26 |

| | | |
|--|-----|-----|
| Scribes for examination | Yes | 5 |
| Special skill development for differently abled students | Yes | 26 |
| Provision for lift | No | Nil |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|------|--|--|------------|----------|--|---|--|
| 2019 | 3 | Nil | 02/10/2019 | 3 | Plog Run, Project 'Rachna', Project 'Aagah' | Lack of basic amenities in slum areas/enhance green cover/providing entrepreneurial opportunities to marginalized women Poverty provided dry ration, clothes and woollens, biscuits, candies An awareness drive took place in Shahpur Jat where volunteer | 250 |
| 2019 | Nil | 10 | 05/11/2019 | 16 | Village Integrated Project, Donation Drive, Counselling of Students, | Counseling of Students, Cleanline Drive, Donation Drive, Blood Donation | 725 |

| | |
|---|---|
| Community Service, Blood Donation drive | Camp, NGO Collaboration to uplift the lives of underprivileged students |
|---|---|

[View File](#)

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|--|---------------------|---|
| Izhaar Booklet on MH resources https://gargicollege.in/notice/izhaar-booklet-on-mh-resources/ | 25/05/2020 | The mental health peer support initiative of the department, launched this booklet to help the student community at Gargi, to understand mental health issues and be responsible towards their own self. |
| University Code of Professional Ethics | 25/07/2019 | As a constituent college of University of Delhi, the college follows the Code of conduct guidelines laid down by the University of Delhi. These are notably put on the college website, made available to all teachers and other stakeholders and meticulously followed up. |

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|---|---------------|-------------|------------------------|
| Holistic Health through Naturopathy and Yoga | 16/08/2019 | 16/08/2019 | 120 |
| Holistic workshop- Life skills- Play the game" | 06/09/2019 | 06/09/2019 | 70 |
| Talks on "Compassion" | 08/09/2019 | 14/09/2019 | 130 |
| Holistic workshop- 'Personality Development' | 04/10/2019 | 04/10/2019 | 65 |
| Holistic workshop- 'Key to relationships' | 08/11/2019 | 08/11/2019 | 60 |
| Compassion and the Art of Caring: The Building Blocks | 20/01/2020 | 20/01/2020 | 160 |

| | | | |
|---|------------|------------|-----|
| of a Therapeutic Relationship | | | |
| Developing Compassion | 20/01/2020 | 20/01/2020 | 160 |
| ???????? : ????? ???? ?? ?????? | 22/01/2020 | 22/01/2020 | 35 |
| Holistic workshop- 'Managing negativity and stress' | 24/01/2020 | 24/01/2020 | 60 |
| Holistic workshop- 'Leadership' | 31/01/2020 | 31/01/2020 | 65 |

[View File](#)

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

• While organizing seminars, the department gifts plants to its guests, rather than bouquets. • Students are encouraged to ensure that all lights and fans are switched off when the class is over or the classroom is not in use. All faculty members make sure that this is followed. • Faculty members carry their own mugs/cutlery, etc., to avoid usage of disposable or plastic mugs. • Both students and faculty enthusiastically participate in the plant distribution drives organized jointly by Eco Club and Gardening Committee, take the saplings and grow them at their homes. • Also, faculty, students are sent soft copies of timetables, to reduce the usage of papers. • Recycled papers are used for most of the department work and majorly all records are maintained in the soft format to reduce the usage of paper. The Commerce Department started a ReUse Paper Club wherein a box is placed on the Commerce Table in which all papers printed on one side are kept, and those papers are reused. • In all the chemistry laboratories, there are dustbins for the collection of daily waste like filter papers, etc. A separate dustbin is kept collecting glass waste. There are separate containers for collecting different chemical waste like mercury sulphuric acid, ethyl alcohol, acetone, phenol, etc. This arrangement helps the department to recycle the different solvents with low boiling points by distillation. • Students are provided with small dustbins at their seats in the lab and they are instructed to put any solid waste there and later transfer it to the large dustbins. • The department follows the three R s: ? Reduce: In qualitative analysis, semi-micro and spot test methods are used which reduces the consumption of chemicals by a factor of 1/50. In quantitative analysis dilute solutions are used and we work with lower volumes. ? Reuse: The coursework involves the preparation of many compounds which are rejected, we have evolved methods where these are used for other experiments. ? Recycle: Glass and paper waste are recycled organic solvents that are distilled. • The department promotes practices of green chemistry. The course on Green Chemistry is being offered to Honours and program students of B.Sc. • Refreshments give out during the annual festivals are in paper box and use of disposable plastic utensils is avoided. • Surplus food from refreshments of the annual fest is distributed among the guards, cleaning ladies, and other workers in college. • Printing of brochures and department magazines has been reduced to only students who want hard copies emphasis has been on online circulation of magazines and brochures.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Title of the Practice : SERVICE TO HUMANITY Goal- Understanding the true

essence of Humanity as building a bond amongst the members of society with the help of sustainable values, regarding love in high esteem and kindness in all walks of life. To develop a community of care . Practice- Through the various activities organized in college, students are provided number of opportunities to work for the benefit of society as a whole without expecting to get anything in return. Our flagship events, NSS Diwali mela, Swachh Bharat Drive and Peer Teaching Programs are organized to create a holistic environment which benefits various non-profit organizations and helps to imbibe larger social responsibility. Blood donation camp was organized on 25 th September 2020 wherein the faculty, administration staff, and students volunteered for this noble cause. Out of 640 registrations for blood donation, 145 were medically eligible donors who happily donated the blood. Food and clothes donation drives were organized where the volunteers, taking the collected supplies, went to the jhuggi under the Safdarjung Flyover and visited street hawkers who lived under the IIT Flyover and distributed supplies among them. When various donation drives are organized, volunteers are asked not only to contribute food, clothes and newspapers but are also given an opportunity to come along to distribute these essentials to the under-privileged. This helps them to see the positive and holistic impact of their contribution being created in the society. Some such humane activities organized are as follows: ? Newspaper Donation Drive (2nd September 2019, 29th Feb-2nd March 2020) - Gargi hosted newspaper donation drives where the students were encouraged to donate bundles of newspapers. The proceeds were sent to Family of Disabled, a registered charitable trust that works for the service of the people with disabilities. These newspapers are used to make pencils and envelopes, the sales of which help the disabled people earn their livelihood. It also become a way to create awareness among people about the need for inclusiveness of differently-abled people in society. ? Students worked with different NGOs to help the underprivileged. Some of the NGO collaboration are as follows- ? Visionaries - A movement aimed at connecting visually blind people with students to help them by undertaking various activities from recording for online books in Hindi and English to writing board exams and accompanying them to events. ? Connecting Dreams Foundation- working towards the empowerment of youth and women in rural India through Connectivity and Entrepreneurship. Students worked on 2 projects namely Alfaaz and Kilkari. Project Alfaaz was initiated for the holistic development of students between the age group of 8-10 years by enhancing their writing, speaking and listening skills through an activity-based curriculum, and Project Kilkari that aims to achieve zero illiteracy in urban slums of Delhi. ? The VIDYA Foundation - a charitable organisation that specialises in the education and empowerment of children and youth with minimum privileges. ? Janta Adarsh Andh Vidyalaya (JAAV)- volunteers visit to teach and interact with the kids after their school hours from Monday to Saturday at Janta Adarsh Andh Vidyalaya (JAAV), school for visually challenged children, most of whom belong to underprivileged families. ? Cheshire Home- a home for the destitute, where volunteers assist in making merchandise like candles which are sold at our annual NSS Mela Zistatva to help them raise funds for the NGO. ? Assist Asiad village society in helping underprivileged students who are currently enrolled in Government schools ,working in tandem with the teachers to identify individual needs of every student and teach them accordingly, giving more lessons as per their syllabus and helping them in their academics. ? Wishes And Blessings - volunteers work closely with the children in activities such as Origami and Kite making workshops to bring out the creative side of these children. ? Sadbhavana Day: (2020)- On the occasion of Sadbhavana Day, NSS Gargi organised a virtual gathering to reminisce and honour the ambassadors of goodwill in our daily lives who impact and influence us by going out of their ways to help others and serve as an epitome of compassion. It was followed by Sadbhavana Day pledge wherein everyone vowed to work towards promoting and instilling peace and harmony and do their part in making the world a better

place. Evidence of Success- Year-wise reports and Activity based reports have been sent to NSS Delhi University .

https://drive.google.com/folderview?id14gRQKBsoColiun17TL7biK2_5vzsMU dA) The most obvious and effective evidence of success of best practice, namely 'Service to Humanity' is the feedback and the verbatim experience sharing of some of the volunteers who participated in this noble exercise of serving beyond self.

BEST PRACTICE 2
Title of the Practice : UNDERGRADUATE RESEARCH
Goal : By encouraging undergraduate research the institution aims to benefit students as well as faculty mentors.
Practice : ? Undergraduate students are being encouraged to participate in teachers' established research projects where the work done in the areas can lead to independent research later or for their higher education in esteemed institutions. ? Students are also encouraged to develop their own research projects with the aid of faculty member/s. ? Working outside the curriculum, many students do extra mural research, make their presentations in conferences and publish their studies in reputed journals and conferences regularly. ? Students are encouraged to get involved in departmental research seminars. ? As part of their coursework, students participate in field-trips, off-site activities and visits relating to their studies and collect small amounts of data themselves. Industrial, clinical and other educational trips for conducting research-based activities for students are organized under the guidance and supervision of faculty members. ? Multi-disciplinary approach is encouraged where departments collaborate to organize seminars with active involvement and participation of students. Also, National/International seminars are organized by various departments over the year. ? For exploring and investigating relevant research avenues interactions of students and faculty members with experts from academia and industry are organized. ? For enhancement of subject amp research knowledge, classroom sessions are augmented by exercises, projects, case studies, role plays, presentations and brainstorming sessions. A range of inquiry, projects and team-based teaching approaches are undertaken that enable students to practice research skills. ? Efforts are made to build this research capacity within the college to raise the profile of undergraduate research by adhering to the well-established practice of Pathfinder award for quality research projects in the 3 streams of humanities, science and commerce. This holds a prestigious position in our institute as it focuses on looking at aspects of problems which require different, unique and pathfinding approach. Each year a different theme is identified by the committee, which is of relevance to the prevailing times, a current burning issue or something related to the students and community around Gargi College. Each year students enthusiastically participate and compete for this award. Many teams work hard and come up with path breaking unique practical solutions, which they have actually done with their participants. The unique aspect of pathfinder research initiative is that the students engage in inter-disciplinary and multi-disciplinary work, wherein they make teams with students from other departments as well and work with teacher mentor/s from other departments. Hence pathfinder has been a special initiative of Gargi College to provide atmosphere for good empirical research. ? Humanities had their online presentations for the year 2019-2020. The theme for the research projects was Health and Youth. Five teams competed in the online presentations. All the presentations were done very well and successfully by the participating teams. The judges also asked questions to the participants after their presentations. The judges applauded the teams for their excellent work and effort in such difficult times of pandemic. The topics were quite different and covered a wide range of concepts such as teenage pregnancy, fad diet and health and culture on social media, the physiological and psychological risks on young Indian women, transforming anxiety to creativity, fighting PCOS, health and Aesthetics and Health and disability. The judges came to the conclusion that the winning team of Pathfinder Humanities Award 2019-2020 is the research with the title," Health and Disability - quotA problematic equation?quot done by Ms.

Afnan Mohammad (B.A. prog. 2nd year) and Ms. Aastha Singh (B.A. prog. 2nd year) under the mentorship of Mr Sahin Shah of English Dept. This project focused on the real-life issues faced by the disabled population. Their report presentation was also excellent. Evidence of Success: ? guided development of research papers ? involvement of students in research projects of teachers ? mentoring students for paper presentations at various conferences ? Presentation of research articles as well as poster presentations by students and teachers in seminars and conferences ? the choice of themes for Pathfinder awards by students ? proficient academic work undertaken by students is selected for publication in college magazines.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://gargicollege.in/wp-content/uploads/2020/02/7.2---Best-Practices-2019-20-signed-signed.pdf>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Teaching and learning must always be relevant - whether it's related to academics or extra-curricular activities. Gargi as an institution aims to promote the growth of the students beyond academics. While the college teaches its students necessary academic skills, it also teaches them about the importance of wellbeing and places strong emphasis on holistic development of students. It is designed around the realms of happiness, positivity, engagement and wellbeing. To become engaged, students must feel they are accepted and affirmed. They must feel they belong to this institution. When they experience this it is highly likely they reflect back the same in every sphere of their life. With this spirit in mind, the distinctiveness of Gargi college entails ensuring that its institutional culture is welcoming to students from diverse backgrounds. Regular institutional practice of encouraging strong focus on dialogical interaction within classrooms, reflections by students, open communication between students and teachers, enhancing student creativity through theatre, storytelling, art and craft, moving towards a culture of collaboration rather than competition contributes largely towards institutional distinctiveness. Students are given ample opportunities to develop leadership qualities by assuming different roles in classroom, cultural societies, sports, department associations, NSS, NCC, placement cell etc. The department associations as well as societies are the training grounds for developing leadership traits. Students take up various responsibilities like promotion of events, publicity, collecting sponsorships, etc., which hones their personality and allows them to take a lead and make responsible decisions. This empowers students to become leaders and develop the willingness to be lead also. It's important to encourage students to learn from their mistakes and view them as an opportunity to improve. While students are equipped with the tools necessary to deal with and overcome the challenges of everyday life, they're also encouraged to identify their strengths and characteristics and how they can best use them. Core competencies are leveraged by assigning a lead role to someone who has experience and expertise in that area, at the same time making others part of the team to learn so that everyone gets an opportunity. Since the students work together with the faculty members, under their guidance, it also creates a sense of bonding between them. The faculty unanimously proposes positive practices including fostering collaboration among student community and helps them to develop positive relations with others. While a sense of competition can be good, it can be hard to know where to draw the line, hence Gargi encourages its students to build their own internal motivation and work together, rather than against each other. They get to develop the desirable and

much-needed self and social awareness skills, communicative and collaborative skills, emotional management and decision-making skills. Along with giving freedom to students to evolve and grow at their pace, the institution also believes in locating the responsibility for mentoring students upon the teachers who make sure that they are available to the students as they perform tasks.

Provide the weblink of the institution

<https://gargicollege.in/wp-content/uploads/2020/02/7.3---Institutional-Distinctiveness-2019-20-signed-signed.pdf>

8.Future Plans of Actions for Next Academic Year

- To further strengthen the ICT facility by improving Internet connectivity through additional subscription and increased access points.
- To have more industry and academic webinars so that the students can learn and relate to what skills they need going forward.
- Have more inter-department lectures, conferences and activities online and offline.
- Conducting student focused academic and skill development workshops
- focus on research and development in the coming academic years by encouraging both faculty and students to write and publish research papers.
- provide students access to good journals, e-books and other resource material through online mode.
- Better usage of digital products for conducting classes, and moving towards being more eco-friendly
- Since this was a relatively difficult year due to the pandemic emergency, the plans for next year would focus upon maximizing the holistic well-being of our students and faculty members by prioritizing mental health issues across college
- Our faculty and students do a lot of research and we have been deliberating about instituting an Ethics Committee that would monitor the research projects and suggests ways of improving upon the quality and adhere to all international ethical guidelines to maintain a good standard in terms of the research output .
- Instituting a voluntary Wellness Fund to look after the wellbeing of our students where they may not be able to afford it.
- To incorporate feedback from parents and other stakeholders for the next academic year.
- Looking at the possibilities of organizing an international conference in the next academic year.
- To start Sanskrit dramatic society, introduce innovative projects and add-on-courses and conduct special classes of Sanskrit grammar.
- To start a Post graduate course in Hindi as well as a certificate course in Hindi media.
- To induct more add-on courses with emphasis on physical as well as mental health of all students.
- To convert more classrooms into smart classrooms.
- To set up Audio Visual Rooms to facilitate teaching in blended mode.
- To be part of Vidya Vistar scheme of University of Delhi.
- To accelerate work towards building a New Academic Block.