SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

INDRAPRASTHA COLLEGE FOR WOMEN

INDRAPRASTHA COLLEGE FOR WOMEN, 31 SHAMNATH MARG, CIVIL LINES, DELHI 110054
110054

ipcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2021

Executive Summary

Introduction:

Indraprastha College for Women founded in 1924 is a constituent college of the University of Delhi. It is the first and the oldest women's college of the University. The College Campus is fully Wi-Fi enabled, is 100% barrier free and has 'Under One Roof' Enabling Unit and Equal Opportunity Cell. The Student Services include a vigorous Diversity Integration Program, a Need Blind Admission Policy and a proactive financial aid policy.

The College has an enrolment of approximately 3500 students in its 16 Undergraduate and 10 Post-Graduate programs. The College offers a wide range of courses, which promotes interdisciplinary studies in the 3 streams of Humanities including Media Studies, Mathematical and Computer Sciences and Commerce.

The College has a strong Career Guidance and Placement Cell that facilitate on-campus and off-campus recruitment (including persons with disability) and recruitment visits by Companies including the Big 4.

The College has vision of a university in conceptualizing seven centres for research, teaching and learning. These centres are envisaged as innovative interventions in the teaching-learning process that permit the expansion of the prescribed syllabus in multiple directions and encourage students to undertake projects and courses. The College has a strong Research Program. It has instituted Centenary Decade Undergraduate Research Grant for innovative and original student projects. It encourages students to participate in professionally organized conferences abroad and within the country and supports them with Registration Fees.

The College Library is multi-floored, fully automated and air-conditioned with Reading Rooms, Property Counter, and Stack-Rooms with books and journals, rich in print and e-resources on all disciplines taught in the College. It is equipped with high-tech CCTV, Electronic Article Surveillance system and an elevator for access to its three floors to the differently-abled students. It has an ICT centre equipped with Consoles.

The College has its own studios, production centres, multimedia lab and editing bays, well-equipped laboratories and other infrastructure to support its academic and co-curricular activities. It has vast playgrounds and multi-facility sports infrastructure and a sprawling sports complex. It has two hostels to accommodate 450 students - Indraprastha College Girls Hostel and Kalavati Gupta Hostel.

Vision:

The College in its 97th year, looking forward to the College centennial with several momentous changes and milestones of the years gone by and the strides it has taken, is proudly aware of its glorious history and tradition. A pioneer of women's education in north India, a consequence of the determined efforts of the national philanthropists, the establishment of Indraprastha College for Women intersected the national movement, the discourse of women's education, educational reforms and the global movement for women's rights. The growth of the College is an incredible story of conviction, courage, social consciousness and social responsibility. The Vision of the College intensified over the decades, remains focused on the holistic development and empowerment of women. Its institutional vision is to 'educate, enable and empower young women, including foreign women students from different countries that form a significant section of the student community in the College. The College emphasizes the need to mainstream the marginalized and weaker sections of students to ensure justice and equity in society.

The College not only prepares women for industry and employment, but also to contribute to the corpus of thought and knowledge, to contemplate the life of the mind, without which the evolution is not possible. The College is aware that such thought may not always be 'employable' but is convinced that it can be always be deployed as the basis of all engagement: with the self, society and the soul of the Universe. The College stands firmly in agreement with its founders that educating a woman is educating a family, a generation, and that a woman's empowerment is the celebration of the rights of justice, equality and opportunities.

The Vision of the College in governance promotes non-hierarchical and collegial mode of academic governance that ensures decentralization and participative management and demonstrates effective leadership. The institutional strategies and plans within which all developments take place are worked into the vision statement of the College.

Mission:

The Mission of the College is to steer the education it offers not only to lead to the pragmatic goal of employability, but also to build a life of the mind and sensitize and orient its students to the service of the community, in the quest for a better life for society and the world that they inhabit. The centrality of the growth and empowerment of women to the mission of the College is its major source of strength.

The College endeavors to nurture confident and responsible citizens who will uphold the values enshrined in the Constitution and the motto of the College 'Truth, Love, Knowledge, Service'. The College's Mission statement is set out as definite tasks which define the College's distinctive characteristics in terms of addressing, the students it seeks to serve, the institution's traditions and value orientations, the needs of society and its course for the future. The Mission is dynamic and its tasks are defined and periodically reviewed to meet the challenges and opportunities of changing times.

The College inculcates belief in self as a woman through enabling strategies and empowerment as women. It sensitizes the College community towards the fulfillment of constitutional obligations and inspires in them values of citizenship, civic sense, public conduct, leadership, rights, duties and responsibilities. An area distinctive to the vision and the mission of the College is its program of diversity inclusion and integration. It stands firm and committed in promoting the values of inclusiveness, tolerance and harmony. It nurtures sensitivity, love and respect for others by exposure to cultural, regional, linguistic, communal and socio-economic diversity.

To inspire an inclusive, sensitive and harmonious atmosphere on the College campus and beyond it, the College's Mission is to fulfill citizenship and public values. Institutional Social Responsibility, community service, mental health awareness, compassion towards persons with disability and a commitment to work to help them achieve and grow is central to the vision and mission of the College.

SWOC

Institutional Strength :

Located in its aesthetic heritage property, the College building complex is enhanced by the state-of-the-art infrastructure. It is 100% Wi-Fi enabled. It has a vast green cover and rich biodiversity. It uses alternative sources of energy and practices a robust waste management, waste disposal and recycling and water conservation program. The College has vast playgrounds and fully equipped multi-facility sports complex.

The College is organically and naturally aligned with the discourses of marginalization, justice and equity. It is 100% barrier-free and disabled friendly in conformity with its mission to mainstream marginalized sections of society.

The institution promotes a liberal space and ambience. Freedom of expression is fostered. Collective and reflective discussion is valued at all levels of the College community.

The College provides a wide range of courses in Humanities and Social Sciences, Mathematical and Computer Sciences and Commerce. The philosophy of liberal arts is enhanced by cognitive subjects like Psychology and Mathematics and pragmatic ones like Commerce and Computer Science. Multi Media and Mass Communication is an interdisciplinary course with both theory and application components. Two new Honours Courses, Geography and Sociology, introduced in 2017, enlarge the profile of the College as a liberal arts institution.

The College Campus is internationalized attracting a wide spectrum of students from the country and abroad. It has two hostels that provide secure living conditions to its students. This demographic diversity is a strength in itself that translates into values of socio-cultural diversity.

The College has a strong Research environment and student-funding for research activities, which includes Centenary Decade Undergraduate Research Grant for innovative and original student projects. The College recognizes significant student achievements and initiatives beyond the curriculum by its prestigious Principal's Honour Roll.

The faculty across departments is dedicated and multi-dimensional in its knowledge and achievements. Their generosity in mentoring and assisting students creates legendary institutional bonds, manifest in alumnae reminiscences.

The College enjoys a relationship of good-will, camaraderie and rare cooperation from the non-teaching staff. Motivated by the College policy, they acquire higher qualifications, training and skills that contribute to their professional and personal growth.

Institutional Weakness :

The College, a part of the larger structure of higher education, shares the systemic weaknesses with it at the macro-level. The change in the pattern of curriculum is a slow process. Consequently, the pedagogies and the teaching-learning processes remain the same. It is difficult to attract talent and merit to the teaching profession or incentivize the good candidates to join the profession in view of the prevalent system of recruitment and promotion. No permanent appointments have been made in the University of Delhi since 2010. And, similar has been the procrastination in promotions. There is hardly a space for genuine appraisals and evaluation that may redress the weaknesses of the system.

The limitations of the larger structure of higher education within which the College functions are a constraint on the opportunities available to the College. For example, the College has MoU with Middlebury College, Vermont, USA and has had interactions with several other prestigious foreign universities regarding student exchange. A meaningful student exchange would imply transfer of credits of the student to the parent college as part of her final assessment. But no such provision exists in the system of the University of Delhi. As a result, while the College can host the students of Middlebury on its campus for a Semester and offer them courses, there is no possibility of its own students going to Middlebury on student exchange program.

Yet another disadvantage to the College is its off-campus location and its 'women only' profile. This discourages some women students to join it particularly if they are keen on being a part of and in the midst of University campus energy and its activities.

The fact that the College is a liberal arts College and offers no core science disciplines may be perceived as a weakness.

As a constituent College of the University of Delhi and conscious of the advantages that accrue from that affiliation, the College is also constrained by the system which cannot take the specifics of the College on board.

Institutional Opportunity :

The opportunity is to facilitate education and empower young women. The College does so through its Diversity Inclusion and Integration Program, Need Blind Admission Policy and a proactive financial aid policy whereby all economically disadvantaged women who fulfill the criteria for admission are financially assisted and admitted to the College. The College is 100% barrier-free and has 'Under One Roof' Enabling Unit and Equal Opportunity Cell. It organizes courses in the teaching-learning of English Language and ICT skills for Economically Weaker Sections, skill training courses, computer literacy and mobility training for Persons with Disability. The College provides financial assistance to several students with partial fee waivers including hostel fee waivers and full fee waivers.

The College defines opportunity as the space in which it converts limitations and disadvantages into strengths and advantages. The perceived limitation of being a 'women only' College is used as an advantage to create a liberating space for young women, where they can explore, expose themselves to exciting opportunities and blossom and train to stand on their own and counter any circumstance in the world.

The College further defines opportunity as being able to provide the infrastructure and facilities, the best it can, for its students and employees. While the College has not emphasized curricula in core sciences which require extensive laboratory space, it plans to introduce B.Sc. (Hons) Environmental Science from the next academic session and has developed laboratories for the same. It has extended its courses in the Humanities, creating employment opportunities for teachers and technical staff and internal collaborations of departments in planning projects and extension activities.

Opportunity lies in the interstices of the disciplines that the College offers and their connections with the world outside it. It lies in the realms of knowledge and skills, research and development that the faculty brings into the classroom. Many have gone ahead to amplify and enrich the curriculum with extension activities, specific skill development and consequently employability and/or research.

Opportunity lies in encouraging the non-teaching staff to acquire higher qualifications, training and skills that contributes to their professional and personal growth.

Institutional Challenge :

The biggest challenge for a liberal institution like Indraprastha College is the negotiation and reconciliation with constraints and limitations imposed by society detrimental to women empowerment. The challenge, therefore, is to acknowledge the family as a stakeholder in women's education in the same way that the College is committed and invested in women's education. The College often encounters a clash of a young woman's aspirations and right to choose, and parental aspiration which is in opposition to those.

Another challenge is to make the students unlearn the uncritical acceptance of the resources that they are exposed to and teach them to read and write analytically and critically.

The challenge is to reveal the magnificent form that lies within each student. The challenge is to find a link between the life of the mind and the task of the body, as the College chalks out the destiny of young women and their place in the march of a nation and the world that they inhabit.

Criteria wise Summary

Curricular Aspects :

The College has the mechanism for delivery and documentation of the curriculum set by the University to achieve educational, social and cultural objectives. The logistics of the delivery and documentation of the curriculum involves the IQAC and the three committees of the Staff Council: Academic Standards Committee, New Teaching Post Committee and the Time Table Committee. The process involves a number of decisions to determine workload, allocation of work, preparation of Time Table and recruitment.

The College is a Constituent College of the University of Delhi. Therefore, the Academic Calendar prepared by the University is strictly adhered to by the College. While the College follows the norms laid down by the University, it is free to supplement them to ensure academic standards and transparency. All directions received from the University regarding Academic Calendar and Conduct of Examinations is communicated to the Faculty and is uploaded on the College Website and College Notice Boards. The Internal Assessment Data is uploaded on the Student Information System on the College Website for verification by the students and sent to the University only after each student signs it and verifies it.

Teachers of the institution participate in the following activities: Academic Council of Affiliating University, Setting of Question Papers for UG/PG Programs, Design and Development of Curriculum for Add On/Certificate/Diploma Courses and Assessment/Evaluation Process of the Affiliating University.

Choice-based Credit System is 100% implemented in all the Programs offered in the College. Several students enroll in the Certificate Courses offered by the College.

The institution integrates the relevant crosscutting issues: Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. Course on Environment Studies cuts across different disciplines and is compulsory for all students of the College. Departments of Geography, Economics and History offer courses on Environment and Sustainability as Core and Generic Elective Courses. Courses on Gender are integrated in the curriculum of the Departments of English, Hindi, History, Political Science and Sociology.

The College has several formal mechanisms to obtain feedback from different stakeholders. Feedback collected is analyzed and action is taken and uploaded on College website.

Teaching-learning and Evaluation :

The institution assesses and responds to learning levels of the students and organizes special programs for both advanced and slow learners. The College tracks progress of the students through their respective departments and encourages the advanced learners to compete in the larger peer group through research projects organized by different forums of the College and other colleges of the University. For slow learners, remedial teaching is undertaken by the Departments and Tutorials are held regularly. To help students overcome the language barrier, separate Hindi Medium Tutorial Groups are created by the Departments.

The College encourages student-centric learning methods to develop skills in experiential and participative learning, and methodologies that support problem-solving. To promote these, the teachers initiate the students into classroom discussions, use of audio-visual aids and paper presentations – intra-college and inter-college – held every Semester. The teachers use interdisciplinary pedagogical strategies and foster interactive skills and knowledge bases. Student mentoring system is available in the College at different levels. Teachers use ICT enabled tools for effective teaching-learning process.

The College has several network facilities. Classrooms and Labs are equipped with LCD projectors, screens and whiteboards. The students of multi-media and mass communication enjoy remarkable experiential and participative learning with hands-on training, access to the studios, editing bay complex and production centres.

The College Library has user-friendly fully computerized online library Web-OPAC, which can be accessed by the students and faculty from anywhere on the College Campus. It has an ICT Centre, institutional membership with DELNET, UGC N-List Program and Delhi-University-Wide-Network that facilitates access to e-journals and e-resources.

Since the College is a constituent College of the University of Delhi, the mechanism of Internal Assessment is prescribed by the University and communicated to colleges for compliance. The College is obliged to implement all directives of the University but is free to supplement these to ensure academic standards and transparency.

Program and Course Outcomes are stated in the College's mission tasks and the holistic growth of young women. The College uses several teaching, learning and assessment strategies to evaluate the attainment of Program and Course Outcomes.

Research, Innovations and Extension :

The College receives number of Grants from government and non-government agencies for research projects. Several faculty members are Research Supervisors for Ph.D. students. The Faculty is engaged in updating and upgrading their knowledge and skills. They participated in Professional Development Courses, presented papers in national and international conferences, published books, research papers and chapters in edited volumes and conference proceedings. Many are engaged in collaborative research projects. The College has functional international MoU with Middlebury College, Vermont, USA and two MoUs with national NGOs concerning environment issues.

The College through its vision and mission has created an ecosystem for innovations and taken initiatives for creation and transfer of knowledge. The College demonstrated the vision of a university when it conceptualized seven centres. The seven Learning and Research Centres are envisaged as innovative interventions in the Teaching-Learning-Research process, and have indeed established themselves as such. The College organizes workshops and seminars on Research Methodology, Intellectual Property Rights and Entrepreneurship Programs.

The institution carried out a number of Extension Activities for the College and the neighbourhood community, sensitizing students to social issues and their holistic development. NCC Unit of the College imparted elemental military training and inspired feelings of comradeship, honour and perception of patriotism. NSS Unit of the College valiantly pursued its motto of 'Not Me but You' and led the students into imbibing the spirit of civic and social responsibilities. Project Noor and Project Dhyan - Community Outreach Program of the College are a major initiative in the sensitization of the students towards social responsibility and community mobilization. The Women's Development Cell (WDC) of the College organizes workshops, seminars, thematic film screenings and theatre to sensitize students and the community on issues related to gender, sexuality, women's health and well-being, women's safety, legal awareness programs. WDC founded 'Unmukt' – the Queer Collective to carry forward its gender sensitization programs of trans-activism, creating awareness around non-heteronormativity. Centre for Earth Studies, ECO Club, Museum and Archives Learning Resource Centre of the College promote environmental consciousness and sustainability and values of preservation and conservation of heritage and historical traditions.

Infrastructure and Learning Resources :

The institution has adequate infrastructure and physical facilities for teaching-learning. The College Campus is fully Wi-Fi enabled and has 100% Barrier-Free Access. It has 70 Classrooms, including Lecture Halls and Tutorial Rooms and 14 Laboratories. The Department of Multi Media and Mass Communication is equipped with Media Lab, Editing Bay Complex, Studios, Radio Production Unit and Production Control Room. There are special dedicated spaces and rooms like 'Under-One-Roof' Enabling Unit and Equal Opportunity Cell that houses teaching-learning aids for the differently-abled students. Enabling Unit is Wi-Fi and ICT enabled. It provides following facilities to students with disability: Braille Books, Braille Paper, Daisy Books, Computers equipped with JAWS, Document Scanner, Three-in-One Angel Pocket Daisy Players, Lex-Air Camera, Embosser, Braille Atlas, and Encyclopedia of Indian Sign Language.

Library is automated and uses Integrated Library Management System. It is fully air-conditioned with Reading Rooms, Property Counter, three floors stacked with books and journals, rich in print and e-resources and an ICT Centre. It is equipped with high-tech CCTV and Electronic Article Surveillance system to prevent pilferage and overall monitoring and surveillance, a lift that facilitates access to its three floors to the differently-abled students. The Library has an institutional membership with DELNET and UGC N-List Program. E-Journals and E-Resources subscribed by Delhi University Library System are accessible in the Library through Delhi-University-Wide-Network. User-friendly completely computerized Online library Web-OPAC is accessible to the students and faculty from anywhere in the College Campus.

Teachers use number of ICT enabled tools for effective teaching-learning process. The College has an extensive IT infrastructure. It assesses the equipment and infrastructure on a regular basis and updates its IT facilities including Wi-Fi and awards Annual Maintenance Contracts for its sensitive and heavy equipment.

The Institution has several facilities for cultural activities, sports and games, both indoor and outdoor and venues for cultural and academic performances. The procedures and policies adopted for maintaining and utilizing physical, academic and support facilities include: up-gradation of the obsolete, facilities well-versed with technology, which enhance the quality of institutional life, provide comfortable and ergonomically efficient spaces and environment for optimal output.

Student Support and Progression :

The scholarships and freeships provided by the government, non-government agencies and the institution benefited the students significantly.

The College undertook capacity building and skills enhancement initiatives that included soft skills, language and communication skills, life skills like Yoga, Physical Fitness, Health and Hygiene, ICT and Computing skills.

The institution has a transparent mechanism for timely redressal of student grievances. It had no complaints regarding sexual harassment and ragging. The College has a policy of zero tolerance regarding these. It implemented the guidelines of statutory and regulatory bodies and provided mechanisms for submission of online/offline student grievances.

The student progression is good in both placement and higher education. They have shown remarkably good participation in sports and cultural activities and won several awards and prizes.

The College has a dynamic Student Council and Student Representatives that serve on different Committees of the College. The Student Council is an elected body governed by a constitution that defines its functions and role. The two Hostels of the College have separate Student Council elected by the students of the Hostels. In addition, there is an elected body of Student Representatives for Extra-Curricular and Co-Curricular Activity and Department Academic Societies. The College Student Council with the Faculty Advisory Committee organizes major events in the College. Each Department has its own Academic Society with a duly elected Student Executive that organizes Seminars, Conferences, Symposia, Intra-College/Inter-College Student Paper Presentations, Academic Field Trips, Annual Academic Society Fests and brings out Annual Magazine/Journal/Newsletter for its Society. Translation and Translation Studies Centre of the College has an active Student Editorial Board that brings out Student Translation Journal CODE. The Science Society *Ananta* contributes to enhancing the mathematical awareness and scientific temper of the College community through several technical experiments, models, exhibitions and research papers. Student engagement is remarkable in Community Outreach Programs that adds significantly to the fulfillment of the College's vision of Institutional Social Responsibility. The Student Council and Student Representatives function as a conduit for the administration. They organize Student General Assemblies and General Body Meetings that serve as a forum for interaction with College authorities.

Governance, Leadership and Management :

The governance of the institution is reflective of and in tune with the vision and mission of the College. Its institutional vision is to 'educate, enable and empower' young women with emphasis on the need to mainstream the marginalized and weaker sections of students. To achieve this objective, the College's mission statement set out as definite tasks of governance, woven into the fabric of the College's multi-faceted life, is reflective of and aligned with its vision and mission.

The non-hierarchical and collegial mode of academic governance ensures decentralization and participative management and demonstrates effective leadership. Academics, Infrastructure and Human Resources are the different heads under which development is envisaged and planned.

The functioning of the institutional bodies is effective and efficient. The organizational structure and functioning of these bodies is clustered under Academic and Administrative with the Governing Body as employer and top management. The institution has effective welfare measures for teaching and non-teaching staff and has Performance Appraisal System for self-appraisal for promotional purposes.

The Institution conducts internal and external financial audits regularly through an Auditor. Its financial management and resource mobilization is monitored as per norms.

The IQAC contributed significantly towards institutionalizing quality assurance strategies and processes: strengthened internationalization and globalization of the College and its national network; provided a huge thrust to Career Guidance and Placement Cell; expanded its research and learning profile by introducing seven centres; enhanced its academic profile and scientific temper in the College community with the foundation of Science Society; consolidated the College's vision of Diversity Inclusion and Integration; fulfilled its Institutional Social Responsibility and Community Outreach Programs by organizing Mental Health Awareness Programs, Gender Sensitization, Legal and Medical Awareness Programs and Motivational Talks. Important initiatives were taken in environmental consciousness and heritage awareness, thus boosting the College's Best Practices.

The College reviews its teaching-learning process, structures and methodologies of operations and learning outcomes at periodic intervals through IQAC. The College empowered itself and developed an ecosystem of innovations, creativity and transfer of knowledge, demonstrating incremental improvement and enhancement in its profile since Cycle 1 Accreditation.

Institutional Values and Best Practices :

The College initiated several measures to promote gender equity during the last five years through the active and committed engagement of Women's Development Cell and Gender Sensitization Committee. In addition, centres of the College, departments, co-curricular and extra-curricular societies of the College organized campaigns, awareness programs, seminars, symposia, film screenings and discussions to gender sensitize the students and motivate them into the promotion of gender equity. The College's contribution towards gender sensitization and gender equity were recognized by two awards that it received in 2017 and 2018, namely, Certificate of Felicitation of International Women's Club 'For Remarkable Contribution in the Field of Administration and Education for Girls' and 'Girl-Centric Tertiary Education and Training Award' by Women's Agency for Generating Employment, New Delhi.

The College has taken major steps towards energy conservation like solar energy, water conservation facilities like rain water harvesting, follows a vigorous waste management program and is plastic-free College for which it received an award in 2018. It regularly conducts quality audits on environment and energy.

The College vigorously pursues its vision of Diversity Inclusion and Integration. It has disabled-friendly, barrier free environment and has 'Under One Roof' Enabling Unit and Equal Opportunity Cell. The external paths are laid with tactiles right from the gate, through the corridors into classrooms and other academic and recreational spaces. Ramps are built at every change of level after determining the routes of wheelchair

access. Toilet blocks are revamped and redesigned with cubicles for orthopedically-challenged members of the College community.

The College during the last five years has pursued and developed two Best Practices - **Shanti Paath:** Environmental Peace and Harmony and **Khazana-e-Virasat**: Treasure of Heritage of Knowledge, Historical Traditions, Art and Culture. These two practices have continued to encourage awareness and practices of sustainable development within a holistic vision of the environment and its relation to society, generate environmental consciousness and cognizance, sensibility and respect towards heritage and conservation of inheritance. These practices not only encourage ethical and human values but also instill a sense of belonging in the College community.

Profile

BASIC INFORMATION

Name and Address of the College	
Name	INDRAPRASTHA COLLEGE FOR WOMEN
Address	Indraprastha College for Women, 31 Shamnath Marg, Civil Lines, Delhi 110054
City	Delhi
State	Delhi
Pin	110054
Website	ipcollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Babli Moitra Saraf	011-23962009	9811017064	-	ipcw@ip.du.ac.in
IQAC / CIQA coordinator	Vinita Sinha	011-23954085	9873599989	-	vsinha@ip.du.ac.in

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	01-05-1924

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Delhi	University of Delhi	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-04-1956	View Document
12B of UGC	01-04-1956	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

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

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location *	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Indraprastha College for Women, 31 Shamnath Marg, Civil Lines, Delhi 110054	Urban	20.96	17069

ACADEMIC INFORMATION

Details of Programs Offered by the College (Give Data for Current Academic year)						
Program Level	Name of Program/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	Class XII	English	142	117
UG	BA,Economics	36	Class XII	English	65	60
UG	BA,English	36	Class XII	English	65	57
UG	BA,Geography	36	Class XII	English	57	52
UG	BA,Hindi	36	Class XII	Hindi	65	52
UG	BA,History	36	Class XII	English	65	65
UG	BA,Music	36	Class XII	English	47	11
UG	BA,Philosophy	36	Class XII	English	65	35
UG	BA,Political Science	36	Class XII	English	142	142
UG	BA,Psychology	36	Class XII	English	65	65
UG	BA,Sanskrit	36	Class XII	Hindi	65	29
UG	BA,Sociology	36	Class XII	English	57	51
UG	BA,Multi Media And Mass Communication	36	Entrance Test	English	65	65
UG	BSc,Computer Science	36	Class XII	English	65	62
UG	BA,B A Program	36	Class XII	English,Hindi	285	252
UG	BSc,Mathematics	36	Class XII	English	65	57
PG	MA,English	24	Graduation	English	30	18
PG	MA,Hindi	24	Graduation	Hindi	30	21
PG	MA,History	24	Graduation	English	30	27
PG	MA,Music	24	Graduation	English	10	0
PG	MA,Philosophy	24	Graduation	English	30	24
PG	MA,Political Science	24	Graduation	English	30	29
PG	MA,Psychology	24	Graduation	English	60	60
PG	MA,Sanskrit	24	Graduation	Hindi	20	12
PG	MSc,Mathematics	24	Graduation	English	30	30
PG	MSc,Operational Research	24	Graduation	English	20	12

Position Details of Faculty & Staff in the College

Teaching Faculty

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				197
Recruited	0	0	0	0	0	0	0	0	31	144	0	175
Yet to Recruit				0				0				22
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				82
Recruited	58	13	0	71
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0

Ph.D.	0	1	0	0	20	0	1	29	0	51
M.Phil.	0	0	0	0	7	0	0	17	0	24
PG	0	0	0	0	1	0	0	7	0	8

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	13	17	0	30
M.Phil.	0	0	0	0	0	0	5	15	0	20
PG	0	0	0	0	0	0	9	25	0	34

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

Details of Visting/Guest Faculties				
	Male	**Female**	**Others**	**Total**
Number of Visiting/Guest Faculty engaged with the college?	3	4	0	7

Provide the Following Details of Students Enrolled in the College During the Current Academic Year						
Program		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	338	846	0	17	1201
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	90	142	0	3	235
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	139	120	122	152
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	39	50	35	51

	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	253	239	219	233
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	625	566	537	615
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	120	43	57	23
	Others	0	0	0	0
Total		1176	1018	970	1074

Provide the Following Details		
Number of Programs	Self-financed Programs offered	New Programs introduced during the last five years
	1	0

Provide the Following Details		
Unit Cost of Education	Including Salary Component	Excluding Salary Component
65546	65546	28929

QIF

1.Curricular Aspects
1.1 Curricular Planning and Implementation
1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Answer:

The College has the mechanism for delivery and documentation of the curriculum set by the University to achieve educational, social and cultural objectives. The process involves a number of specific decisions taken at the Staff Council and Department Committees to determine workload, allocation of work, preparation of Time Table and recruitment.

The College identifies extension and tertiary activities that dovetail into teaching material and enrich it further. Every department has the space to intervene to enhance and enrich the learning and learning outcomes – research and knowledge – through the curriculum. Departments organize field trips and visits for hands-on training, organize Seminars, Conferences, Workshops, Symposia, Student Paper Presentations and Projects to supplement and complement the prescribed curriculum in tangential ways. The curriculum is further documented and effectively delivered by the use of ICT tools and e-resources by the faculty.

The Seven Research and Learning Centres of the College are important innovative interventions in the Teaching-Learning-Research process. These centres have facilitated the expansion of the prescribed syllabus in multiple directions and have encouraged students to undertake various projects and courses with expert guidance from their mentors.

The self-financed course, BA (Hons) Multi Media and Mass Communication, delivers and documents both theoretical and applied knowledge in the domain of both multi media and mass communication. The essential components of the curriculum include acquisition of related skills, handling technology and application-based testing to consolidate theoretical learning. For the effective delivery and documentation of the curriculum, the College has a fully-equipped studio, editing bays and audio-visual production centres. Cameras, laptops, recording equipments and other ICT tools and e-resources are made available to the students to enable them to undertake their curricular tasks.

The logistics of the delivery and documentation of the curriculum involves the IQAC and the three committees of the Staff Council, namely, Academic Standards Committee (ASC), New Teaching Post Committee (NTPC) and the Time Table Committee (TTC). The ASC organizes Orientations for the students to help them make informed choice on the Options to be offered in the projected semester. The Options chosen by the students determine the number of class sections. On the basis of the information provided by the ASC, the NTPC prepares the estimated workload of each department and the teacher requirement for the projected semester, in accordance with the rules of the University of Delhi. The TTC prepares the Time Table based on the precise calculations, as per the rules of the University, uploads this information on the College Website and displays room-wise Time Table, at least one week before the commencement of the new semester. In tandem, the faculty uploads Work Plans on the College Website before the beginning of the new semester. Within the first fortnight of the opening of the semester, the Academic Calendar and the Schedule for submission of Internal Assessment Data are issued by the ASC. Departments organize their academic tasks and activities accordingly. These mechanisms ensure the smooth and effective delivery and documentation of the curriculum.

File Description	Document
Link for Additional information	View Document

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

Answer:

Since the College is a Constituent College of the University of Delhi, the Academic Calendar prepared by the University is strictly adhered to by the College. While the College follows the norms laid down by the University in letter and spirit, it is free to supplement them to ensure academic standards and transparency. Stakeholders are informed about the norms and directives received from the University through the College Prospectus that contains all the information on Academic Calendar and Conduct of Examinations. Rules and regulations regarding examinations and academic calendar are further explained at the Orientation Program organized by the College for the new entrants. Yet another forum for transmitting information on these matters is Student Faculty Committee (SFC) Meeting held every Semester. All directions received from the University regarding Academic Calendar and Conduct of Examinations is communicated to the Faculty through Group Email and is also uploaded on the College Website and College Notice Boards. The directives of the University pertaining to these are informed and discussed by the Principal in the Staff Council. The Internal Assessment Data is uploaded on the Student Information System (SIS) on the College Website for verification by the students. It is sent to the University only after each student signs it and verifies it.

The College, a constituent College of the University of Delhi, is obliged to implement all directives of the University regarding continuous internal evaluation. These include the system of Internal Evaluation of papers on Skill Enhancement Course, Ability Enhancement Compulsory Course; and Internal Assessment in all disciplines for all papers, which has the provision of 25% marks per paper in each program out of which 5% is for Attendance and 10% each for Class Test and Assignment. The College adheres to the factor of student attendance in all assessments, which serves as an incentive for regularity and academic discipline. The schedule for Class Tests/Assignments is notified to the students in advance and uploaded on the respective department portals of the College Website. The schedules announced are strictly adhered to. The Principal through the Academic Standards Committee of the College monitors

the effective implementation of the schedule. Each department has a Monitoring Committee that verifies the internal assessment data of the students before it is put for display for the students to check. Discrepancies or grievances of the students, if any, are assessed and resolved by departments before submission to the College Monitoring Committee, which is an interface between the College and the University. The College has a system of Student Feedback and Grievance Redressal which facilitates the effective implementation of all evaluation process. Internal Assessment data is available online under the Tab Students Information System on the College Website for all stakeholders. Ensuring transparency, the system of evaluation is effectively implemented.

File Description	Document
Link for Additional information	View Document

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

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

Answer: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

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

Answer: 61.54

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

Answer: 16

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

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

Answer: 24

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
5	7	4	5	3

File Description	Document
List of Add on /Certificate programs	View Document
Link for Additional information	View Document

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

Answer: 11

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
485	417	245	315	220

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

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

Answer:

The institution integrates the relevant crosscutting issues in the curriculum. Course on Environment Studies offered by the Department of Environmental Studies cuts across different disciplines and is compulsory for all students of the College. Departments of Geography, Economics and History offer courses on Environment and Sustainability as Core and Generic Elective Courses. Courses on Gender are integrated in the curriculum of the Departments of English, Hindi, History, Political Science and Sociology. The issues of Professional Ethics and Human Values form the core of all disciplines taught in the College. The importance and value of these issues is further enhanced by the Student Projects, Student Paper Presentations, Field Trips and Discussions, Seminars, Symposia, Conferences organized with professional experts. In addition, the Extra-Curricular Activity Societies and Extension Programs like Gandhi Study Circle that organize Round Table Conferences on Gandhi, Commemorative Lectures on Gandhi and Lectures on issues of professional ethics, human and moral values, Women's Development Centre, Gender Sensitization Committee, ECO Club, Discussion Forum add to the theoretical knowledge that the students receive in the classrooms. Community Outreach Programs of the College and the Departments like Project Noor (that works for the rehabilitation of manual scavengers), Project *Nidaan* (Solid Waste Management on the College Campus) and Project Dhyan initiated by the Department of Geography (that works on issues of climate and gender and disasters) inculcate ethical and human values and support the integration of issues such as environment, sustainability and gender into the curriculum. More significantly, the activities organized by the Seven Centres of the College – Centre for Earth Studies, Museum and Archives Learning Centre, Translation and Translation Studies Centre, Centre for Interdisciplinary Studies, Sanskrit Studies and Research Centre, Music Archive and Listening Room and Centre for Yoga and Well Being – uphold the values of these issues and contribute enormously to the theoretical and practical knowledge of the students that they acquire in the classrooms.

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

Answer: 1.81

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	14	14

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)

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

Answer: 36.56

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

Answer: 1140

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

1) Students

2)Teachers

3)Employers

4)Alumni

Answer: A. All of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows:

Options:

1. *Feedback collected, analysed and action taken and feedback available on website*
2. *Feedback collected, analysed and action has been taken*
3. *Feedback collected and analysed*
4. *Feedback collected*
5. *Feedback not collected*

Answer: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

2.Teaching-learning and Evaluation
2.1 Student Enrollment and Profile
2.1.1 Average Enrolment percentage (Average of last five years)

Answer: 95.94

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
1176	1018	970	1074	984

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
1217	1105	1105	1013	1013

File Description	Document
Institutional data in prescribed format	View Document

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

Answer: 77.15

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
431	409	376	436	434

File Description	Document
Average percentage of seats filled against seats reserved	View Document

2.2 Catering to Student Diversity

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

Answer:

The institution assesses, identifies and responds to learning levels of the students and organizes special programs for both advanced and slow learners. The College tracks progress of the students through their respective departments and supports and encourages the advanced learners to compete and perform in the larger peer group. These students are motivated to participate in inter-college projects, seminars, conferences organized by other colleges of the University as well as similar intra-college activities organized by the Centres of the College, Department Academic Societies, Co-curricular and Extra-Curricular Activity Societies. The College encourages these students to undertake research projects under Centenary Decade Under-Graduate Research Grant and national and international research projects. It supports students with Registration Fees to make their academic presentations in professionally recognized conferences abroad and within the country. The College provides financial support to extraordinary individual initiative beyond the prescribed curriculum to enable young, enthusiastic women to realize their dreams and aspirations. The College rewards merit through its various prizes and scholarships in addition to the Department Prizes, Outstanding Student of the College Award, All-Round Excellence Award and College Awards. The Principal's Honour Roll recognizes and rewards individual initiative beyond the curriculum.

For the slow learners, remedial teaching is undertaken by the Departments and Tutorials are held regularly. To help students overcome the language barrier, separate Hindi Medium Tutorial Groups are created by the Departments. In few disciplines, Hindi Medium Sections are created to stream the students along the lines of language competencies. Seminars and Workshops are organized to provide computer literacy to the students. To acclimatize the foreign students and bridge the knowledge and language gap, communication classes are organized by the College for them through International Students Desk.

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

Answer: 17.82

2.3 Teaching- Learning Process
2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Answer:

The College encourages student-centric learning methods to develop skills in experiential learning, interactive, participative, collaborative learning and methodologies that support problem-solving. To promote these, the teachers initiate the students into classroom discussions, use of audio-visual aids and paper presentations – intra-college and inter-college – that are held every Semester. The teachers use pedagogical strategies that are interdisciplinary and foster interactive skills and knowledge bases. The interactive and participative skills are further facilitated by the Work Plans prepared by teachers displayed on the Department Portals on the College Website. The Work Plan lists the topics to be covered during the Semester along with the Reading Lists, E-Resources and relevant Web-Links. The Department Portals on the College Website also display selected links/e-lessons/videos to encourage the students to explore the planned curriculum independently. Seminars, Conferences, Symposia are organized by Centres of the College, Department Academic Societies, Co-Curricular and Extra-Curricular Activity Societies that cut across departments to promote participative, collaborative, experiential learning and contributes to evolving problem-solving strategies. Almost all Disciplines organize Field Trips for hands-on training, Internships and Student Projects to encourage and strengthen experiential learning, collaborative activities and peer interaction among students.

The College is provided with several network facilities. Classrooms and Labs are equipped with LCD projectors, screens and whiteboards. The students of multi-media and mass communication enjoy remarkable experiential and participative learning with hands-on training, access to the studios, editing bay complex and production centres maintained by the College. Laptops are provided to students of all disciplines on request and on merit to facilitate access to e-resources, prepare assignments and presentations. Both the hostels of the College are Wi-Fi enabled that further facilitate the students.

The College Library has user-friendly fully computerized online library Web-OPAC, which can be accessed by the students and faculty from anywhere on the College Campus. It has an ICT Centre with 47 Computers for use by the students. The Library has an institutional membership with DELNET, N-List (UGC sponsored Program through which world-wide journals and e-resources can be accessed) and Delhi-University-Wide-Network that facilitates access to e-journals and e-resources subscribed by the Delhi University Library System. The access to these facilities, available to both students and faculty boost experiential and participative learning and inspire problem-solving methodologies. The Library maintains customized software and Book Bank and Reading Material in Braille for the visually-impaired students and faculty in the College Enabling Unit. To provide access to the PwD students to its multi-storeyed Stack Rooms, the Library is fitted with a Lift. Equipped with high-tech CCTV and Electronic Article Surveillance to prevent pilferage, the Library strengthens experiential and participative learning and problem-solving methodologies.

File Description	Document
Link for additional information	View Document

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

Answer:

Teachers use number of ICT enabled tools for effective teaching-learning process. They comprise the following: Networked Computers, Laptops, Internet, Intranet, Wi-Fi Access, Broadcasting Hardware, Projectors, Printers, Scanners, Switches, Routers, Social Media, Computers and Scanners equipped with Screen Reading Software for visually-impaired students.

The teachers have access to the following facilities that make the process of teaching-learning even more vigorous: Recording Hardware, Software for Podcasting and Image Processing, Audio-Video Production, Microphone, Headphones, Speakers, Digital Cameras, Lex-Air Cameras with Note-Books for visually-impaired students, CDs and Videos.

The teachers use a variety of Online Education Tools, such as Google Meet, Google Classroom, Google Group E-mail ids, Online Tutorials & Webinars.

Several facilities in the Library, like Web-OPAC, E-Resources, E-Journals, E-Books, Digital Data Base – access through Delhi-University-Wide-Network, Delhi University Library System, are accessible to both the teachers and the students. This creates an atmosphere of remarkable interaction between both teachers and students and ensures effectual results in teaching-learning.

The efficacy of teaching-learning is further enhanced by the use of Online Subject Portal, UGC - N-List, Delnet, NDL (National Digital Library), E-Pustakalay, Free Digital Library, Free Classical E-Books, Virtual Library.

Other ICT enabled tools that make the process of teaching-learning rigourous and effective include Reprographic Services - Photocopy & Printing Services as well as Three-in-One Angel Pocket Daisy Player, Daisy Books (Talking Books) for visually-impaired students.

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

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

Answer: 17.82

2.3.3.1 Number of mentors

Answer: 175

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

2.4 Teacher Profile and Quality

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

Answer: 93.86

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document

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

Answer: 45.31

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
80	81	75	69	66

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Answer: 8.97

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

Answer: 1570

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms

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

Answer:

Since the College is a constituent College of the University of Delhi, the mechanism of Internal Assessment is laid down by the University and is communicated to colleges for compliance. The College is obliged to implement all directives of the University but is free to supplement these to ensure academic standards and transparency. All information related to Internal Assessment sent by the University is communicated to the Faculty by the Principal through dedicated official e-mail id, is uploaded on the College Website and displayed on the College Notice Boards. The Staff Council is another forum where the Principal informs the Faculty about University mechanisms regarding Internal Assessment. The Teachers-in-Charge of departments through Department Student Faculty Committee (SFC) meetings and Orientation Programs disseminate information among students on the mechanisms of Internal Assessment. The College informs the students of the Internal Assessment processes through College Prospectus and College Website.

Internal Assessment in all Disciplines for all Papers, as directed by the University has the provision of 25% marks per paper in each program out of which 5% is for Attendance and 10% each for Class Test and Assignment. The College strictly adheres to the factor of student attendance in all assessments, which serves as an incentive for regularity and academic discipline. The schedule for Class Tests and Assignments is notified to the students in advance and uploaded on the respective department portals of the College Website. The schedules announced are strictly adhered to. The Principal through the Academic Standards Committee of the College monitors the effective implementation of the schedule. Each department has a Monitoring Committee that verifies the internal assessment data of the students before it is put for display for the students to check. The College has a system of Student Feedback, which facilitates effective implementation of processes of Internal Assessment. Electronic display of Internal Assessment Data under the Tab Students Information System on the College Website is a major step that ensures transparency and expeditious redressal of grievances. Discrepancies or grievances of the students, if any, are assessed and resolved by departments before submission to the College Monitoring Committee, which is an interface between the College and the University. Internal Assessment Data is scrutinized and signed by each student of the College before it is approved by the College Monitoring Committee and submitted to the University. All stakeholders are well-informed about the mechanism of Internal Assessment that makes it transparent and robust in terms of frequency and mode.

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

Answer:

The Principal through the Academic Standards Committee of the College monitors the mechanism to deal with internal and external examination related grievances of the students. Each department has a Monitoring Committee that verifies the internal assessment data of the students before it is put for display for the students. Discrepancies or grievances of the students, if any, are assessed and resolved by departments before submission to the College Monitoring Committee, which is an interface between the College and the University. Internal Assessment Data is displayed under the Tab Students Information System on the College Website for a prescribed time. This ensures transparency and expeditious redressal of grievances and facilitates students to scrutinize their Internal Assessment for each Paper and

Consolidated Internal Assessment obtained. Each student of the College signs her Internal Assessment before it is approved by the College Monitoring Committee and submitted to the University.

The Examination Branch of the University prepares guidelines every Semester for addressing the student grievances related to External/End Semester Exam Result. The University has a provision for re-evaluation of student examination Answer Scripts. To apply for re-evaluation, the student applies to the College, which then verifies the claim of the student and forwards the application of the student for re-evaluation to the University. The College complies with the directives provided by the University. The mechanisms applied for the redressal of grievances by the College and as laid down by the University are transparent, time-bound and efficient.

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

Answer:

Program and Course Outcomes for all Programs offered by the institution are stated in the College's mission tasks and objectives, and the holistic growth of young women. These are displayed on the College Website and communicated accordingly to teachers and students. The Web-Link is as follows: ipcollege.ac.in

Program and Course Outcomes for all Programs are available on Department Portals on the College Website that facilitates the students to explore the Courses, make informed choice for optional papers and prepares them for teaching-learning in the forthcoming Semesters.

Program and Course Outcomes for all Programs are also stated in the College Prospectus for the information of all stakeholders. The College has introduced and made available dynamic Electronic College Prospectus on the College Website from the academic year 2020-2021. http://ipcollege.ac.in/Viewtopics.aspx?Menuid=College_Prospectus_2020_13129

File Description	Document
Past link for Additional information	View Document

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

Answer:

The College uses several teaching, learning and assessment strategies to evaluate the attainment of Program Outcomes and Course Outcomes. The College, as Constituent College of the University of Delhi follows the curriculum designed by the University. However, 25% of the total result of each program is evaluated at the College level for which the College has a structured mechanism, described in Points 1.1.2 and 2.5.1. The teachers adopt different innovative and traditional pedagogies to meet the requirements of the students. To facilitate the attainment of program and course outcomes, the teachers prepare Work Plan for each paper before the beginning of every Semester and display it on the Department Portal of the College Website, so that the students may come to class with some preparation. The Assignment and Class Test schedule is displayed on the Department Portal of the College Website at the beginning of the Semester to facilitate students prepare in advance. Assignments and Class Test taken

are evaluated and analyzed by concerned teachers and the students are given formative feedback. All departments analyze the End Semester Exam Results of their students. Paper-wise results are also analyzed to review/change/update, if required, the pedagogy and resources prescribed. Result analysis of the College students and their comparison with other colleges is done by the departments, as a self-reflexive exercise.

Regular Tutorials with small groups of students and also Hindi-Medium students are remarkably effective in attaining program and course outcome. In Tutorial discussions, the teacher guides the students on a one-to-one basis according to the student's ability of comprehension. Pedagogic strategies are evolved accordingly to monitor and ensure the achievements of learning outcomes.

For effective teaching and achieving learning outcomes, the teachers use ICT tools with Learning Management Systems in addition to print resources and e-resources. The infrastructure is upgraded to meet the technical requirements of the curriculum. Classrooms and Labs are Wi-Fi enabled and fitted with LCD Projectors.

Dedicated Staff Council Meeting to hold Annual Academic Audit and Review with the Principal is a very useful self-reflexive exercise. It explores and assesses all aspects of teaching-learning outcomes and strategizes the successful attainment of program and course outcomes.

To supplement and enrich the curriculum, several tertiary activities are organized. Seven Centres of the College, Department Academic Societies, Co-Curricular and Extra-Curricular Activity Societies organize Colloquiums, Conferences, Seminars, Symposia and Field-Trips. To encourage Peer Learning and nurture writing and creative abilities of the students, Student Paper Presentation, both intra-college and inter-college, are held every Semester. The College encourages students to undertake mentored research under Centenary Decade UG Research Grants and provides funds for the same. The College supports students with Registration Fees to make their academic presentations in professionally recognized conferences abroad and within the country. The College, through these systems and processes constantly evaluates the attainment of Program Outcomes and Course Outcomes.

File Description	Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Answer: 93.41

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
916	958	843	1072	906

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
985	1044	919	1143	936

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey
2.7.1 Online student satisfaction survey regarding teaching learning process

Answer: 2.75

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

3.Research, Innovations and Extension
3.1 Resource Mobilization for Research
3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Answer: 2

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	2

File Description	Document
List of endowments / projects with details of grants	View Document

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

Answer: 5.14

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

Answer: 9

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

Answer: 5.26

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	4

3.1.3.2 **Number of departments offering academic programes**

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	14	14

File Description	Document
List of research projects and funding details	[View Document](#)

3.2 Innovation Ecosystem

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

Answer:

The College through its vision and mission has created an ecosystem for innovations and has taken initiatives for creation and transfer of knowledge. The College demonstrated the vision of a university when it conceptualized seven centres for Research, Teaching and Learning. These Centres have permitted the expansion of the prescribed curriculum in multiple directions and have encouraged students to undertake various projects and courses with expert guidance from mentors, advisors and the coordinators of the respective centres. The Translation and Translation Studies Centre annually brings out a Students' Translation Journal, CODE. It organizes symposia and seminars at national and international levels. Centre for Earth Studies initiated Project *Nidaan* for Solid Waste Management on the College Campus and collaborated with the University of Delhi on the Project 'Dust Capturing Capacity of the Existing Green Cover and Lessons for Future'. The College is engaged in several recycle projects to educate on waste segregation at source. Museum and Archives Learning Resource Centre conducts guided tours and discussions on heritage and history of the College for Visitors and also its own students. Music Archive and Listening Room, another Centre of the College organizes Baithaks and Music Recitals and discussion on theories of music. It conducts Short Certificate Courses on appreciation of Hindustani Music and attracts the College students as well as external agencies to carry out and supplement their research. The Centre for Interdisciplinary Studies organizes lectures, seminars, symposia, film screenings and discussions on varied themes and issues. Sanskrit Studies and Research Centre holds discussions, seminars, lectures on themes related to the relevance of Sanskrit and contributions of Sanskrit intellectual tradition to the world.

The Science Society of the College, *Ananta*, enhances the Scientific Temper of the College Community and organizes lectures, workshops, quiz and several other kinds of interaction.

The College encourages students to undertake national and international projects and provides funds, as per the College policy to facilitate them. The College awards Centenary Decade Undergraduate Research Grants to its students to undertake mentored independent, original research and provides funds for the same. To promote peer interaction and exchange, the College has mandated Student Paper Presentation – intra-college and inter-college – for each department in every semester. To further this, the College encourages students to participate and present papers in national and international professionally organized conferences. Mentored research projects are undertaken by students of the departments of Geography, Multi Media and Mass Communication, Environment Studies and Psychology as a part of their curriculum that develop innovative and creative ideas and transfer of knowledge.

The College encourages the teachers to undertake research projects with government and non-government organizations. They are involved in constantly refreshing and updating their skills and pedagogy by attending and participating in Orientation Programs, Faculty Development Programs, Training Programs and Curriculum Development exercises in their respective parent departments in the University of Delhi and other universities that invite them. It is through a variety of these initiatives that the College empowers itself and develops an ecosystem of innovations, creativity and transfer of knowledge.

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

Answer: 201

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
48	40	57	44	12

File Description	Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards
3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Answer: 2.22

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

Answer: 20
3.3.1.2 **Number of teachers recognized as guides during the last five years**

Answer: 9

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

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

Answer: 1.89

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
88	46	82	54	40

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Answer: 1.45

3.3.3.1 **Total number of books and chapters in edited volumes/books published and papers in national/international conference proceedings year-wise during last five years**

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
60	55	54	43	25

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

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

Answer:

The College during the last five years has carried out a number of Extension Activities for the College and the neighbourhood community, sensitizing students to social issues and their holistic development through its various formal and structured societies and units. NCC Unit of the College imparted elemental military training and inspired feelings of comradeship, honour and perception of patriotism. Sensitizing students and fostering their involvement in community service, NCC organized Cleanliness Drives under Swachh Bharat Mission, Awareness Programs on the importance of Yoga and Health, Leadership Camps and Treks and Ek Bharat Shrestha Camp. NSS Unit of the College valiantly pursued its motto of 'Not Me but You' and led the students into imbibing the spirit of civic and social responsibilities through its various programs that included Awareness Programs and Community Mobilization Programs like Jal Shakti Abhiyan, Cleaning of River Yamuna and Cleanliness Drives under Swachh Bharat Mission and Swachhhta Pakhwada, Say No to Single Plastic Use, Plastic Waste Shramdan, Outreach Activities like Slum Teaching, Clothes Donation Drives, Outreach Program for Manual Scavengers in collaboration with Project Noor - the Community Outreach Program of the College, Assistance Programs and Computer Training Programs for Visually Challenged Students, Yoga Sessions, Medical and Health Check-up Camps for Awareness on Dental and Ophthalmic Health, Awareness on Cancer, Heart and Anemia and Mental Health Awareness. Department of Physical Education through its Sports Activities inculcated team spirit and ensured healthy living and fitness. Centre for Yoga and Well-Being, one of the seven centre of the College was remarkably successful in achieving institution-neighbourhood-community network through its several workshops, lectures and webinars and sessions to teach Yoga *Asanas*.

Project Noor - Community Outreach Program of the College is a major initiative in the sensitization of the students towards social responsibility and community mobilization. The student volunteers of the Project in collaboration with Safai Karamchari Andolan (SKA) works for the rehabilitation and dignity of Manual Scavengers. Project Dhyan, Community Outreach Program of the Department of Geography

works towards awareness about climate change, integration of social dimensions like gender, caste, class and others into action plan on climate change and disaster preparedness.

The Women's Development Cell (WDC) of the College organizes several extension activities like workshops, seminars, thematic film screenings and theatre to sensitize students and the community on issues related to gender sensitization, sexuality, women's health and well-being, women's safety, legal awareness programs. In 2018, the College founded 'Unmukt' – the Queer Collective under the aegis of WDC to carry forward its gender sensitization programs of trans-activism, creating awareness around non-heteronormativity.

Centre for Earth Studies of the College promotes environmental consciousness, environmental sustainability and harmony in the College and neighbourhood community through its various projects. The ECO Club in tandem continued with its awareness campaigns and drives with the College community and in the neighbourhood. Museum and Archives Learning Resource Centre of the College plays a significant role in sensitizing the students and the larger community to the values of preservation and conservation of heritage and historical traditions.

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

Answer: 0

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Answer: 126

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
37	42	25	8	14

File Description	Document
Number of extension and outreach Programmes conducted	[View Document](#)

| with industry, community etc for the last five years | |

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

Answer: 44.53

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
3119	2237	751	341	344

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

3.5 Collaboration

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

Answer: 18

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
6	8	0	2	2

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

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

Answer: 3

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	1	0	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate	View Document

| houses | |

| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | [View Document](#) |
| Any additional information | [View Document](#) |

4.Infrastructure and Learning Resources
4.1 Physical Facilities
4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Answer:

The institution has adequate infrastructure and physical facilities for teaching-learning. The College Campus is fully Wi-Fi enabled and has 100% Barrier-Free Access. It has 70 Classrooms, including Lecture Halls and Tutorial Rooms. There are 14 Laboratories that include Cartography Lab and GIS Lab of the Department of Geography, Dry and Wet Labs of the Department of Environment Studies, Labs for the Departments of Psychology, Computer Science, Commerce and Mathematics. The Department of Multi Media and Mass Communication is equipped with Media Lab, Editing Bay Complex, Studios, Radio Production Unit and Production Control Room. All Classrooms, Labs, Studio and other Multi Media facilities are Wi-Fi enabled, ICT enabled with Projection facilities.

In addition, there are special dedicated spaces and rooms like 'Under-One-Roof' Enabling Unit and Equal Opportunity Cell that houses teaching-learning aids for the differently-abled students. Enabling Unit is Wi-Fi enabled and ICT enabled. It provides following facilities to students with disability: Braille Books, Braille Paper, Daisy Books, Computers equipped with JAWS (Screen Reader Software), Document Scanner, Three-in-One Angel Pocket Daisy Players (Voice-cum-Recorder), Lex-Air Camera (Print Assisting Device), Embosser (Braille Printer), Braille Atlas, Encyclopedia of Indian Sign Language.

Library is automated and uses Integrated Library Management System (ILMS). It is fully air-conditioned with Reading Rooms, Property Counter, three floors stacked with books and journals, rich in print and e-resources on all disciplines taught in the College. It is equipped with high-tech CCTV and Electronic Article Surveillance (EAS) system to prevent pilferage and overall monitoring and surveillance. It is fitted with a lift that facilitates access to its three floors to the differently-abled students. The Library has an ICT Centre with 45 Consoles, Stack-Rooms, Reserve Section, Reference Section, Newspaper and Magazine Section and a Book Bank, from where the students in need can issue text books relevant to their subject. The Library has an institutional membership with DELNET and UGC N-List Program. E-Journals and E-Resources subscribed by Delhi University Library System are accessible in the Library through Delhi-University-Wide-Network. User-friendly completely computerized Online library Web-OPAC is accessible to the students and faculty from anywhere in the College Campus.

Teachers use number of ICT enabled tools for effective teaching-learning process. They comprise the following: Networked Computers, Laptops, Projectors, Computers and Scanners equipped with Screen Reading Software for visually-impaired students. Other facilities used by the teachers that make the process of teaching-learning even more vigorous include: Recording Hardware, Software for Podcasting and Image Processing, Audio-Video Production, Microphone, Headphones, Speakers, Digital Cameras, Lex-Air Cameras with Note-Books for visually-impaired students, CDs and Videos.

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

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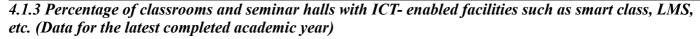
Answer:

The Institution has several facilities for cultural activities, sports and games, both indoor and outdoor. There are dedicated spaces/rooms allotted to different societies of extra-curricular and co-curricular activity, namely, *Abhivyakti* (Dramatics Society), *Afroza* (Western Dance Society), *Alaap* (Indian Music Society), *Croydon* (Fine Arts Society), English Debating Society, *Erudite* – The Quiz Society, Hindi Debating Society, *La Cadenza* (Western Music Society), *Mridang* (Indian Dance Society), *Ooghma* (English Editorial Society), Hindi Editorial Society, Poetry and Elocution Club, *Simulacra* (Film and Photography Society), Northeast Society, Women's Development Cell, NSS and NCC, in the rear part of the ECA/Academic Extension Block. In the same Block, there is a Student Common Room for the students to relax and interact with their peers and friends. The students have yet another   State of the Art facility and space to relax and unwind – the College Cafeteria with Rooftop Seating.

There are several venues for cultural and academic performances. These include: College Auditorium, Foyer of the Auditorium, Audio-Visual Lecture Theatre Hall, Conference Room, Annexe and Corridor of the Conference Room, Seminar Room with Teleconferencing Facilities, New Seminar Room, Audio-Visual Room, Open-Air Student Activity Area, vast Sports Field, Front Lawns and Canteen Lawns, where Street Plays are performed and Natural Bazaars and Festival Fairs are organized. During *Shruti –* College Annual Festival, the Open-Air Spaces as well as the indoor spaces are the main centres of energetic and gala activity.

The College provides several indoor and outdoor sports facilities to all its students. The College has a well-equipped Sports Complex comprising Fitness Centre, State of the Art Gymnasium, Squash Court, Table Tennis Arena, Badminton Courts, Yoga/Dance Room, Chess Room, Shooting Range, Judo and Taekwondo Arena. The outdoor sports facilities include: Synthetic Basketball Courts, Synthetic Tennis Courts, Volleyball Courts, Netball Court, Shot-put and Discus Arena, Climbing Wall, Walking Tracks, Playing Area for Softball, Baseball, Football, Archery, Cricket, Hockey, Wrestling etc. There is a dedicated Playing Arena for students with physical disabilities. Swimming Pool of the College, built as early as 1956, has a place of pride. Indraprastha College is the only woman's College of the University of Delhi to have its own Swimming Pool.

Centre for Yoga and Well-Being, one of the seven centres of the College was inaugurated in June 2019. The Centre organizes International Day of Yoga and Yoga Week, workshops for teaching-learning Yoga *Asanas*, holds Seminars and Symposia on the importance of Yoga, physical fitness and health and several other Awareness Programs by organizing student-oriented and student-friendly competitions like Quiz Competitions, Slogan-Writing Competitions, Logo-Making Competitions and Poster-Making Competitions.

File Description	Document
Paste link for additional information	View Document

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

Answer: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Answer: 92

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document

Paste link for additional information	View Document

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

Answer: 35.73

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
223.31	319.30	946.97	434.81	421.54

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document

4.2 Library as a Learning Resource

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

Answer:

Library is automated and uses Integrated Library Management System (ILMS). The ILMS software that the library uses is LsEase (from M/s Libsys Ltd.), Version Web Centric LSEASE. The Library was fully automated in the year 2007. The College Library is equipped with high-tech CCTV and Electronic Article Surveillance (EAS) system to prevent pilferage and overall monitoring and surveillance. It has a lift that facilitates access to the differently-abled students. The Library has an institutional membership with DELNET and UGC N-List Program. E-Journals and E-Resources subscribed by Delhi University Library System are accessible in the Library through Delhi-University-Wide-Network. User-friendly completely computerized Online Library Web-OPAC is accessible to the students and faculty from anywhere in the College Campus. The ICT Centre with Computers is located in the Library.

File Description	Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Answer: A. Any 4 or more of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

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

Answer: 11.07

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
11.5	12.40	12.11	11.5	7.85

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

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

Answer: 1.43

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

Answer: 47

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Answer:

The College has an extensive IT infrastructure. The College assesses the equipment and infrastructure on a regular basis. It frequently updates its IT facilities including Wi-Fi. The College awards Annual Maintenance Contracts (AMCs) for its sensitive and heavy equipment through a proper process. The College has a Senior Technical Assistant and an in-house team for the maintenance of its Systems and Network and minor hardware daily repair. For all major computer related problems, a service provider is hired. Computers are regularly updated with anti-virus software to protect them from malicious programs. The studio equipment (which is specialized and through authorized agency) of the Department of Multi Media and Mass Communication are maintained and repaired by the Company supplying it. The College has a caretaker as the nodal person to receive and redress complaints. His team comprises electrician, plumber and handyman to resolve routine problems.

During the Covid-19 Pandemic and Lockdown in 2020, the University facilitated Online Teaching and Learning by providing access to different Online Platforms. The College further facilitated Online Teaching and Learning and several academic activities through IPCW-ON, the College's Online Flagship Platform.

File Description	Document
Paste link for additional information	View Document

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

Answer: 2.1

4.3.3 Bandwidth of internet connection in the Institution

Answer: A. ≥50 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Answer: 18.37

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
31.12	32.34	918.29	494.95	3.6

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

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

Answer:

The procedures and policies adopted by the College for maintaining and utilizing physical, academic and support facilities include: up-gradation of the obsolete, facilities well-versed with technology, which enhance the quality of institutional life, provide comfortable and ergonomically efficient spaces and environment for optimal output. To facilitate these, the College seeks and receives requisitions from the faculty and the students based on curricular requirements like laboratories, library, sports facilities, classrooms and special dedicated spaces/rooms like the enabling unit and equal opportunity cell, media studios, editing bay complex, media production centres and control rooms and equipment like projection facilities and Wi-Fi in the classrooms – both lecture halls and tutorial rooms and laboratories; recorders, cameras and teaching-learning aids for the differently-abled students.

The College has an extensive IT infrastructure. The College assesses the equipment and infrastructure on a regular basis. It awards Annual Maintenance Contracts (AMCs) for its sensitive and heavy equipment through a proper process. The College has a Senior Technical Assistant and an in-house team for the maintenance of its Systems and Network and minor hardware daily repair. For all major computer related problems, a service provider is hired. Computers are regularly updated with anti-virus software to protect them from malicious programs. The studio equipment (which is specialized and through authorized agency) is maintained and repaired by the Company supplying it. The College has a caretaker as the nodal person to receive and redress complaints. His team comprises electrician, plumber and handyman to resolve routine problems.

During the Covid-19 Pandemic and Lockdown in 2020, the University facilitated Online Teaching and Learning by providing access to different Online Platforms. The College further facilitated Online Teaching and Learning and several academic activities through IPCW-ON, the College's Online Flagship Platform.

The College ensures that the Library purchases current titles of books and journals and empanels such book distributors who can procure new titles and bring them to the notice of the faculty on a continual basis. All books and journals are routed through the Library Committee members before the purchase orders are finalized. Library Committee, an advisory committee, responsible for effective functioning of the Library and purchase of library resources, is appointed by the Staff Council of the College. Library is equipped with the CCTV and Electronic Article Surveillance (EAS) system to prevent pilferage and overall monitoring and surveillance. The library has an institutional membership with DELNET and UGC N-List Program. E-Journals and e-resources subscribed by Delhi University Library System are accessible in the library through Delhi-University-Wide-Network. Online library web-OPAC is accessible to the students and faculty from anywhere in the College Campus. During the Covid-19 Pandemic, the library facilitated access to UGC N-List Program to all faculty and students of the College, in addition to the several e-resources, e-books and e-journals made available by the University library.

The College provides several indoor and outdoor sports facilities to all its students. The College has a well-equipped Sports Complex comprising Fitness Centre, State of the Art Gymnasium, Squash Court, Table Tennis Arena, Badminton Courts, Yoga/Dance Room, Chess Room, Shooting Range, Judo and Taekwondo Arena. The outdoor sports facilities include: Synthetic Basketball Courts, Synthetic Tennis Courts, Volleyball Courts, Netball Court, Shot-put and Discus Arena, Climbing Wall, Walking Tracks, Playing Area for Softball, Baseball, Football, Archery, Cricket, Hockey, Wrestling etc. There is a dedicated Playing Arena for students with physical disabilities. Swimming Pool of the College, built as early as 1956, has a place of pride. Indraprastha College is the only woman's College of the University of Delhi to have its own Swimming Pool. A valuable addition to the Sports Complex and the Department of Physical Education is the seventh centre of the College, Centre for Yoga and Well-Being, inaugurated in 2019. The Centre organizes International Day of Yoga and Yoga Week, workshops for teaching-learning Yoga *Asanas*, holds Seminars and Symposia on the importance of Yoga, physical fitness and health and several other Awareness Programs by organizing student-oriented and student-friendly competitions like Quiz Competitions, Slogan-Writing Competitions, Logo-Making Competitions and Poster-Making Competitions. The College has active student teams for different Sports that participate on a continual basis in national and international sports events. The College facilitates them by providing attendance waivers and holding special classes for them. To encourage student engagement with sports, the College has made Sports period compulsory for the First Year students. In addition, the College facilitates regular workshops on Self-Defense and First Aid through the Sports Department.

File Description	Document
Paste link for additional information	View Document

5.Student Support and Progression
5.1 Student Support
5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Answer: 1.69

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
119	68	18	38	17

File Description	Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

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

Answer: 15.69

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
497	414	470	537	480

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

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

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

Answer: A. All of the above

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

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

Answer: 2.19

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
101	90	53	83	8

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

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

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

Answer: A. All of the above

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

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

Answer: 6.55

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
101	90	53	83	8

File Description	Document
Details of student placement during the last five years (Data Template)	View Document

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

Answer: 160.61

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

Answer: 1582

File Description	Document

Details of student progression to higher education (Data Template)	View Document

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

Answer: 0

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

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

Answer: 254

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
70	78	76	16	14

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document

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

Answer:

The College has a dynamic Student Council and Student Representatives that serve on different Committees of the College. The Student Council is an elected body governed by a constitution that defines its functions and role. The two Hostels of the College have a separate Student Council elected exclusively by the students of the Hostels. In addition, there is an elected body of Student Representatives for all Extra-Curricular Activity, Co-Curricular Activity and Department Academic Societies. The College Student Council with the Faculty Advisory Committee organizes major events in the College: Orientation Day for the New Entrants at the beginning of the Academic Session, Founder's Day, Annual Public Lecture, Republic Day, Independence Day, Martyrs Day, Gandhi Jayanti, and the College Festival, Shruti. The Student Representatives with their respective Faculty Advisors organize activities through different societies: Abhivyakti (Dramatics Society), Afroza (Western Dance Society), Alaap (Indian Music Society), Croydon (Fine Arts Society), English Debating Society, Erudite – The Quiz Society, Hindi Debating Society, La Cadenza (Western Music Society), Mridang (Indian Dance Society), Ooghma (English Editorial Society), Hindi Editorial Society, Poetry and Elocution Club, Simulacra (Film and Photography Society). Student Representatives help to organize co-curricular and extension activities on platforms like Discussion Forum, ECO Club, Enabling Unit and Equal Opportunity Cell, Gandhi Study Circle, Gender Sensitization and Women's Development Cell, Northeast Society and International Student Desk. Sports, NSS and NCC Units of the College have a separate Student Executive and body of Student Volunteers.

Each Department has its own Academic Society with a duly elected Student Executive that organizes Seminars, Conferences, Symposia, Intra-College/Inter-College Student Paper Presentations, Academic Field Trips and Annual Academic Society Fests. Each Department Academic Society has a Student Editorial Board that brings out Annual Magazine/Journal/Newsletter for its Society. Translation and Translation Studies Centre of the College has an active Student Editorial Board that brings out Student Translation Journal CODE. The Science Society Ananta contributes to enhancing the mathematical awareness and scientific temper of the College community through its several technical experiments, models, exhibitions and research papers. Student engagement is remarkable in Community Outreach Programs that adds significantly to the fulfillment of the College's vision of Institutional Social Responsibility. Project Noor that works for the rehabilitation of manual scavengers, associated with different organizations during the pandemic to fulfill social responsibilities. The students engaged in Project Dhyan, Community Outreach Program of the Department of Geography work on different Sustainable Development Goals with specific focus on Climate, Gender and Disaster-Preparedness Programs. The Student Council and Student Representatives function as a conduit for the administration. They organize Student General Assemblies and General Body Meetings that serve as a forum for interaction with College authorities. The Student Council and Student Representatives are members on several Administrative Committees: Hostel Committee, Student-Faculty Committee, Admission Counselling Committee, Sports Admission Committee, Founder's Day Committee, College Magazine Committee, Website Committee, IQAC, Internal Complaints Committee for prevention, prohibition and redressal of sexual harassment of women employees and students in higher education institutions and Grievance Redressal Committee.

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

Answer: 0

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

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

Answer:

The Alumnae Association is not a registered body but it has its own duly elected Executive comprising President, Vice President, Treasurer, Secretary and a large body of Members that make policy decisions regarding the Association. The College has a wide alumnae network that makes significant contributions, both financial and academic that results in the strengthening and the development of the College. Alumnae from different departments have shared their expertise and skills with the current students through workshops, seminars, symposia on relevant social and political themes. Alumnae of the Department of Psychology have participated in Counselling Sessions and workshops on Mental Health Awareness for the benefit of the students of the College. Several Alumnae have collaborated with the Career Guidance and Placement Cell (CGPC) of the College to organize pre-placement talks, advise the students on career opportunities, the different avenues that they could pursue and have also helped in placement of students both in the corporate and other sectors. Many of them have supported in organizing training programs, career workshops and facilitating placements for differently-abled students. Loktantrashala, an NGO run by the College Alumna, Aruna Roy has provided residential internships to students and has collaborated with the College in organizing Seminars, Symposia and Discussions with eminent personalities.

The Alumnae of the College have made generous financial contributions and endowments and instituted prizes and scholarships for the students of the College. The family of Alumna, Late Shehzaad Bahadur instituted a prize for the Best Debator (English) and an endowment for an annual national debating event in her name to be known as 'Shehzaad Bahadur Memorial Debate'. The first Shehzaad Bahadur Memorial Debate was held in October 2019. Many have made voluntary contributions towards Alumnae Association Fund. There are several others who have adopted students to support their studies and many have counselled students against dropping College for financial reasons and have paid their College fees. The Alumnae Association gives six merit-cum-means scholarships to facilitate students in pursuing and completing their studies.

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

Answer: A. ≥ 5 Lakhs

File Description	Document
Link for any additional information	View Document

6.Governance, Leadership and Management
6.1 Institutional Vision and Leadership

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

Answer:

The governance of the institution is reflective of and in tune with the vision and mission of the College, which is in its 97th year, looking forward to its centennial with several momentous changes and the milestones of years gone by and the strides it has taken. Established in 1924, with the indomitable spirit and determination of the nationalist philanthropist, as a pioneering institution for women's education in Delhi, the College is proudly aware of its glorious history and tradition. Its institutional vision is to 'educate, enable and empower young women, including foreign women students from different countries that form a significant section of the student community in the College. The College emphasizes the need to mainstream the marginalized and weaker sections of students to ensure justice and equity in society. The Mission is to steer the education it offers not only towards the pragmatic goal of employability, but also to build a life of the mind and sensitize and orient its students to the service of the community, in the quest for a better life for society and the world we inhabit. The College endeavours to nurture confident and responsible citizens who will imbibe and uphold the values enshrined in the motto of the College 'Truth, Love, Knowledge, Service'. To achieve this objective, the College's mission statement is set out as definite tasks of governance which define the College's distinctive characteristics in terms of addressing the needs of society, the students it seeks to serve, the institution's traditions and value orientations, its vision for the future and so on. The tasks of governance, woven into the fabric of the College's multi-faceted life, are reflective of and aligned to its vision and ramify its mission.

File Description	Document
Paste link for additional information	View Document

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

Answer:

The non-hierarchical and collegial mode of academic governance ensures decentralization and participative management and demonstrates effective leadership. Decentralization and participative management is evident in the leadership constituted by a number of teams of varied profiles, such as the Staff Council, Monitoring Committee of the College, Academic Standards Committee, IQAC, Departments, Administration and Accounts, Library, Systems and Network, Hostels, Student Union, Extra-Curricular and Co-Curricular Activity Societies, which engage in determining policies, supervise implementation including recruitment of personnel for a range of tasks, receive feedback and undertake review.

In pursuit of effective leadership two important interventions, in addition to several other institutional practices, were made in the last two years for decentralization and participative management. The first was the constitution of a committee in the Department of Multi Media and Mass Communication. Hitherto the Department had a Head and a Coordinator. With the constitution of the Committee, the contractual faculty and technical personnel of the Department were brought into decision taking roles and participative operation of the Department. Responsibility of running the Department was shared with the Committee deciding the additional roles that the faculty and personnel would be required to undertake. In the revision of the Syllabus under Learning Outcomes based Curriculum Framework (LOCF), the contractual faculty and technical personnel of the Department, equipped with academic and technical roles as well as their familiarity with the objectives of the course and student profile helped to determine many components of the new syllabus. The Department, collectively in the Committee became the Scientific Committee at the time of procurement of new equipment. The upgrading of the syllabus and the equipment was a result of vigorous, informed and lively participation of the entire Committee.

The second intervention was to ensure participative and accountable functioning of the various cultural and academic societies of the College. These societies over the years were operated by ad-hoc teachers as supervisors. Since the attrition rate among this group of teachers is high, there was slippage of communication and it was found necessary to ensure continuity of the operational guidelines of organizing events in these societies. The logistics of finance, time management and student management were involved. In view of this, the Staff Council of the College suggested and codified guidelines invoking the best practices of the various committees. Along with the suggestions of the administration and accounts departments, and the student body, the best practices were codified into guidelines, which became acceptable as the norms of organizing any event in the College. Since the College has a vital and active academic and cultural life, the norms thus evolved have become fundamental in streamlining the activities and venues where the activities can be held. Additionally, the booking of venues was made online, in a way that the advisors of various societies could check the availability of the many venues available in the College and book as required. This encouraged the democratic optimization of the spaces of the College and prevented clashes of events.

File Description	Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment
6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Answer:

The institutional strategic and perspective plan within which all development takes place is worked into the vision statement of the College. Academics, Infrastructure and Human Resources are the different heads under which development is envisaged and planned. The aspects under consideration are those that enrich the quality of life in the institution and facilitate the College community to realize its potential. To achieve this, opportunities, activities and infrastructure for students are expanded and upgraded and latest technologies are introduced. Workshops and Training Programs are organized by the Enabling Unit of the College for the differently-abled students. Infrastructure is upgraded to provide these students as well as the differently-abled faculty 100% barrier-free access throughout the College Campus. To facilitate both the differently-abled students and the faculty in the teaching-learning process, technology is upgraded and made supportive.

Training Programs and skill-development among the non-teaching staff is encouraged. Technical Staff is encouraged to attend Training for Technical Development under University Scheme and Programs. The Administrative and Accounts Support Staff are facilitated by the College to undergo Trainings and Specialized Courses at the University Level. The Library Staff is encouraged to attend Training Programs at the University Level or any other organization. They are also encouraged to participate in research activities, present papers and attend Refresher Courses and/or Orientation Courses.

The faculty is encouraged and facilitated to attend and participate in Professional Development Programs such as Faculty Development Programs, Orientation Programs, Refresher Courses and Short-term Courses. They are provided facilities and if necessary granted study leave and sabbatical to undertake Research Projects and other Research Activities and devise new pedagogic strategies to develop and strengthen the teaching-learning programs and outcomes and expand the scope of academic activities beyond the curriculum.

File Description	Document

| Paste link for additional information | View Document |

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

Answer:

The functioning of the institutional bodies is effective and efficient as evident from policies, administrative setup, appointment, service rules and procedures. The organizational structure and functioning of these bodies is laid down in the Rules, Regulations and Statutes of the University of Delhi and is clustered under Academic and Administrative with the Governing Body as employer and top management. The cluster structure permits a multi-pronged process of decision making under defined areas. The 15 member Governing Body is headed by the elected Chairman with the elected Honorary Treasurer as the custodian of finances and legal processes of the College. The Principal is its Member Secretary authorized to execute its decisions on administration, admission, finances, development, recruitment etc. The Staff Council is the academic cluster and the Principal-in-Council is the implementing authority of the decisions taken there in a collegial mode and implemented through its various committees. The Statutory position of the Principal-in-Council under Ordinance XVIII-D of the University, itself envisions a delegation and decentralization of authority in all academic matters. The Principal perceives her role as that of an appellate and arbitrating authority and as a determinant of policy in certain matters and as the implementing authority of the policies and directives of the competent authorities. The administrative cluster is hierarchical with the Administrative Officer as the supervisory authority of the Non-Teaching Staff and assists the Principal in administrative matters. All decisions, policy, budget and expenditure are reported and ratified in the Governing Body. The decision making process is a democratic one and promotes participative management, ownership and accountability.

For efficiency and efficacy, the Principal regularly reviews the activities of the institution. She relies on feedback from teachers and students. Reports are submitted to the Staff Council. Necessary and relevant information is reported by the Principal in the Annual Action Taken Report. College activities are reported in the Governing Body. The Governing Body issues directions as per its assessment but does not intervene in activities envisaged by the departments except in matters of protocol and policy. The Governing Body is supportive in all ventures that enhance institutional prestige and academic, cultural and community life of the College. It formally recognizes exceptional work and makes it a part of College records. It has instituted the Certificate of Appreciation for the Non-Teaching Staff which is awarded on Founder's Day.

Effectiveness, efficiency and quality as values are developed and realized through a set of goals and objectives discussed in reflective sessions with the Governing Body, the Staff Council, Administration and in the Classroom. It is driven by praxis, by organizing institutional activities realizing the mission tasks. It is deployed by identifying best practices and consolidating those across the various units of the College. Reviews are facilitated as a result of comparative assessments, additional goals and objectives, efficacy of existing set of practices and external developments, trends and demands with which the institution desires to align itself. These reviews are already worked into the administrative and academic practices and structures of the College.

File Description	Document
Paste link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Answer: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Answer:

Teaching Staff:

- The Teaching Staff are part of such welfare schemes that are in accordance with their service condition.
- The wards of the in-service teaching faculty are admitted to the College within applicable guidelines.
- The Teaching Staff are members of the College Thrift & Credit Society.
- Sports facilities are provided to them and their family.

Non- Teaching Staff:

- Corpus for medical facility to contractual staff is maintained with contributions on a regular basis from the Teaching and Non-Teaching Staff of the College.
- The wards of the in-service non-teaching staff are admitted to the College within applicable guidelines.
- All members of the Non-Teaching Staff are members of the College Thrift & Credit Society.
- Sports facilities are provided to them and their family.

File Description	Document
Paste link for additional information	View Document

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

Answer: 7.47

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
14	11	9	17	10

File Description	Document
Details of teachers provided with financial support to	View Document

attend conference, workshops etc during the last five years

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

Answer: 335

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
223	553	384	216	299

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

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

Answer: 16.47

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
43	16	17	32	27

File Description	Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Answer:

Performance Appraisal System (PAS) is an official mechanism for self-appraisal and is on a prescribed proforma designed as per University norms. Performance Appraisal System is for promotional purposes. It is not customary for the management to review self-appraisals unless there are glaring discrepancies in the claims of the applicants. Any observations are communicated informally.

6.4 Financial Management and Resource Mobilization
6.4.1 *Institution conducts internal and external financial audits regularly*

Answer:

The Institution conducts internal and external financial audits regularly. Audit is conducted by the Auditor appointed by the Governing Body of the College and approved by the University of Delhi, UGC and CAG.

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

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

Answer: 30

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	8	1	7

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

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

Answer:

The financial management and resource mobilization is monitored as per rules, policies and guidelines issued by the University of Delhi, UGC and Government of India from time to time. The major sources of receipts are Grants from UGC, Government of India, Governing Body or the Management's Share and Fees collected from the Students. The College also receives funds from Non-Government Agencies, Individuals and Philanthropists.

To ensure proper and optimal utilization of resources, a strict budgetary control on expenditure is exercised as per the rules and regulations prescribed by the University of Delhi, UGC and Government of India and according to the policy of the College. The Audit is carried out regularly in this regard.

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

Answer:

The College strengthened internationalization and globalization of the College and its national network. It hosted its first Fulbright-Nehru Scholar-in-Residence, Prof. Roseann M. Mandziuk from Texas State University, USA for the Semester, January-May 2019 in the Department of Multi Media and Mass Communication. Strengthening its international linkages, the College signed MoU with Middlebury College, Vermont, USA in April 2019. Several faculty members were invited to foreign universities to present papers in conferences and many were awarded fellowships. The College hosted an International Conference in collaboration with Columbia University and New York State University. International Student Symposium around English studies was held with the University of San Diego, USA. Delegation from Clark Atlanta University and other foreign universities visited the College in the last five years and expressed interest in collaboration with the College on different Programs. In addition, the College strengthened its linkages with the universities in Delhi and NCR. Collaborative activities were undertaken with the University of Delhi, IIT Mumbai and other academic and corporate agencies.

The College provided a huge thrust to Career Guidance and Placement Cell (CGPC). CGPC was one of the areas which required attention at the time of Cycle 1 Accreditation. IQAC has contributed to strengthening the initiatives of CGPC towards consolidation. There has been a greater interaction with global agencies in addition to the counselling sessions, workshops, pre-placement talks and recruitments. An important development has been the recruitment visits by the Big4 and other Companies. Global University Career Fair is organized on the College Campus which attracts participation from all colleges of University of Delhi. Inter-College Workshops on Career Awareness and Job Opportunities as well as placements are facilitated for differently-abled students of the College.

The College has expanded its research and learning profile by introducing seven centres. The College has the vision of a university in conceptualizing these Centres. They have been envisaged as innovative interventions in the Teaching-Learning process, and have indeed established themselves as such. They have facilitated the expansion of the prescribed curriculum in multiple directions and have encouraged students to undertake projects and courses with guidance from mentors, advisors and coordinators of the respective centres.

Given its liberal arts profile, the College enhanced its academic profile and scientific temper in the College community with the foundation of Science Society.

IQAC consolidated the College's vision of Diversity Inclusion and Integration. It provided financial support to needy students including full and partial fee waivers in some cases. The College has an 'Under One Roof' Enabling Unit for students with disability and 'Barrier-Free Access' to all its spaces.

The College fulfilled its Institutional Social Responsibility and Community Outreach Programs by organizing Mental Health Awareness Programs, Gender Sensitization, Legal and Medical Awareness Programs and Motivational Talks. Under these Programs, the students worked for the rehabilitation of manual scavengers, worked on different Sustainable Development Goals and were associated with different NGOs in social service. Important initiatives were taken in environmental consciousness and sustainability and heritage awareness, thus boosting the College's Best Practices.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

(For first cycle - Incremental improvements made for the preceding five years with regard to quality

For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Answer:

The College reviews its teaching-learning process, structures and methodologies of operations and learning outcomes at periodic intervals through IQAC. The College empowered itself and developed an ecosystem of innovations, creativity and transfer of knowledge, demonstrating incremental improvement and enhancement in its profile since Cycle 1 Accreditation.

Teaching, learning and assessment strategies are used to evaluate the attainment of learning outcomes. The teachers adopt different innovative and traditional pedagogies to meet the requirements of the students. To attain the objective, they prepare Work Plan for each paper before the beginning of every Semester and display it on the Department Portal of the College Website, so that the students come prepared to class. The Assignment and Class Test schedule is displayed on the Department Portal of the College Website at the beginning of the Semester to facilitate students prepare in advance. Assignments and Class Test taken are evaluated and analyzed by concerned teachers and the students are given formative feedback. Analysis of the performance of the students is a self-reflexive exercise that has contributed to review/change/update of the pedagogy and resources prescribed.

Regular Tutorials with small groups of students and Hindi-Medium students have proved remarkably effective. Pedagogic strategies are evolved accordingly to monitor and ensure the achievements of learning outcomes.

Envisaging development and ensuring incremental improvement, IQAC is committed to enriching the quality of life in the institution. Opportunities, activities and infrastructure for students are expanded and upgraded and latest technologies are introduced. The teachers use ICT tools with Learning Management Systems in addition to print resources and e-resources. The College is provided with several network facilities. The infrastructure is upgraded to meet the technical requirements of the curriculum. Classrooms, Labs, Seminar Halls and media studios are Wi-Fi enabled and fitted with LCD Projectors, screens and whiteboards. Laptops are provided to students on request and on merit to facilitate access to e-resources, prepare assignments and presentations. Both the hostels of the College are Wi-Fi enabled that further facilitate the students. The students of Multi-Media and Mass Communication enjoy remarkable experiential and participative learning with hands-on training, access to the studios, editing bay complex and production centres maintained by the College.

Workshops and Training Programs are organized by the Enabling Unit of the College for differently-abled students. Infrastructure is upgraded to provide these students and the differently-abled faculty 100% barrier-free access throughout the College Campus. To facilitate both the differently-abled students and the faculty in the teaching-learning process, technology is upgraded and made supportive.

Dedicated Staff Council Meeting is held for Annual Academic Audit with the Principal. The faculty with the Principal explores, assesses and strategizes on all aspects of teaching-learning outcomes. This practice has significantly contributed to incremental improvement in teaching-learning process and attainment of learning outcomes.

To supplement and enrich the curriculum, several tertiary activities are organized that have remarkably enhanced the profile of the College. Seven Centres of the College, Department Academic Societies, Co-Curricular and Extra-Curricular Activity Societies organize Colloquiums, Conferences, Seminars, Symposia and Field-Trips. The College awards Centenary Decade Undergraduate Research Grants to its students to undertake mentored independent, original research and provides funds for the same. To promote peer interaction and exchange, the College has mandated Student Paper Presentation – intra-college and inter-college – for each department in every semester. To further this, the College encourages students to participate and present papers in national and international professionally organized conferences abroad and within the country and supports them with Registration Fees. The Governing Body of the College has boosted research activities in the College by providing a grant of Rs.10 lakhs. Mentored research projects are undertaken by students of the Departments of Geography, Multi Media and Mass Communication, Environment Studies and Psychology as a part of their curriculum. The College has an Ethical Committee to monitor research and surveys. Plagiarism software is available in the College to support ethical practices in research.

The College through its vision and mission has created an ecosystem for innovations, creativity and transfer of knowledge. The College demonstrated the vision of a university when it conceptualized Seven Centres – Translation and Translation Studies Centre, Museum and Archives Learning Resource Centre, Centre for Earth Studies, Centre for Interdisciplinary Studies, Music Archive and Listening Room, Sanskrit Studies and Research Centre, Centre for Yoga and Well-Being. These Centres are envisaged as innovative interventions in the Teaching-Learning, Research process, and have indeed established themselves as such. They have facilitated the expansion of the prescribed curriculum in multiple directions and encouraged students to undertake various projects and courses with expert guidance from mentors, advisors and the coordinators of the respective centres.

Given its liberal arts profile, the College enhanced its academic profile and scientific temper in the College community with the foundation of Science Society, *Ananta*. It has successfully organized workshops for students on Solar Panel Usage and Arduino – Open Source Platform for designing Electronic Projects. In its constant effort to enhance scientific awareness, the Science Society organized lectures, workshops, quiz and several other kinds of interaction.

Promoting the research environment of the institution, the teachers are encouraged to undertake research projects with government and non-government organizations. The faculty contributed to knowledge and learning, innovation and creativity by their research publications that included books, research articles, popular articles, book reviews and paper presentations at national and international conferences. The teaching faculty remained persistent in refreshing and updating their skills and pedagogy by attending and participating in Orientation Programs, Faculty Development Programs, Training Programs and Curriculum Development exercises in their respective parent departments in the University of Delhi and other universities that invited them.

Internationalization and globalization of the College was further strengthened when it hosted its first Fulbright-Nehru Scholar-in-Residence, Prof. Roseann M. Mandziuk, Texas State University, USA for the Semester, January-May 2019 in the Department of Multi Media and Mass Communication and signed MoU with Middlebury College, Vermont, USA in April 2019, hosted International Conference and Workshops with Columbia University and New York State University, University of San Diego, USA, University of Gottingen, Germany respectively.

File Description	Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Answer: C. 2 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document

Upload details of Quality assurance initiatives of the institution	View Document
Paste web link of Annual reports of Institution	View Document

7.Institutional Values and Best Practices
7.1 Institutional Values and Social Responsibilities
7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Answer:

The College initiated several measures to promote gender equity during the last five years through the active and committed engagement of Women's Development Cell and Gender Sensitization Committee. In addition, centres of the College, departments, co-curricular and extra-curricular societies of the College organized campaigns, awareness programs, seminars, symposia, film screenings and discussions to gender sensitize the students and motivate them into the promotion of gender equity. The College's contribution towards gender sensitization, gender equity and girl-centric tertiary education was recognized by two awards that it received in 2017 and 2018. In 2017, the Principal of the College was awarded Certificate of Felicitation of International Women's Club (A Unit of UNF) 'For Remarkable Contribution in the Field of Administration and Education for Girls'. In 2018, the College was the recipient of 'Girl-Centric Tertiary Education and Training Award' given by Women's Agency for Generating Employment (WAGE), New Delhi.

Campaigns and Awareness Programs on Sexuality, Medical and Legal Awareness were organized. Queer and LGBT Awareness Program, 'Femme in Public' was held. Queer Collective was founded under the aegis of Women's Development Cell to carry forward gender sensitization programs. UNMUKT – a discussion to create awareness around non-heteronormative love and rethinking pride, privilege and prejudice to celebrate inclusivity and non-heteronormative ideas of gender were held. Lectures in association with Nazariya, a Queer Feminist Resource Group were organized on exploring gender and sexuality. Symposia on 'Transgender' by Telengana Transgenders Hijra Samiti and NGO, Shiv Shakti Foundation for the LGBT+Community; 'Sex Education', 'Me Too: Challenging Sexism at Workplace'; 'Gender and Disability', 'Empowering Women through Entrepreneurship', 'Adolescent Women and Higher Education'; 'Women in Literature' and others were organized. Informative session on global gender equality in association with United Nations Foundation and discussion on various aspects of a woman's desire and how their sexuality is perceived, based on film 'Pakeezah' were held. As a part of the campaign 'Proud to Bleed', a Sanitary Pad Donation Drive was undertaken in collaboration with Diya India Foundation and a Sanitary Pad Vending Machine was inaugurated in the College.

Programs like Quiz Competition on 'Legal Awareness of Women's Rights' in collaboration with National Commission for Women and Legal Awareness Lectures on domestic violence, sexual harassment, property rights and 'Pre-Conception and Pre-Natal Diagnostic Techniques Act, 1994' were organized in association with Delhi State Legal Service Authority. Poster Making, Slam Poetry and Photography Competitions were held as a part of the campaign to create awareness about PC-PNDT Act and 'Save the Girl Child' initiative. Documentary on 'Declining Child Sex Ratio in India' followed by a discussion on 'Role of all Stakeholders in preventing Sex Determination and Sex-Selective Abortions' was organized.

Promoting gender equity, Women's Development Cell, on the occasion of International Women's Day 2020 launched the first edition of Women's Calendar, an initiative to position art to challenge the stereotypes of representation of gender in society, bringing forth the forgotten histories and paradigms of women's movement, reorienting professions identified with males and putting women at the helm of affairs.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d.	View Document

Day care center for young children e. Any other relevant information	
Link for annual gender sensitization action plan	[View Document](#)

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

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

Answer: C. 2 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)
Any other relevant information	[View Document](#)

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

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

Answer:

Environmental Consciousness and sustainability is a core agenda of the College. The College inspires into its surroundings and its people the desire for environmental peace and harmony and encourages an organic connection with the environment. Its heritage campus, its dense green cover and phenomenal biodiversity serves as a laboratory for both observation and practices. The College is committed to the optimization of its available material and human resources and management of degradable and non-degradable waste. It follows a vigorous Waste Management Program and achieves the status of being a Waste Neutral Campus. An important step towards Waste Management was taken by the College in 2019-2020 under the slogan of 'No Waste Leaves the Campus' through Project *Nidaan*, a project for Solid Waste Management, initiated by the College's Centre for Earth Studies. It is an initiative on campus that is visualized as an all-inclusive and participatory project for the entire College community. All members of the community are stakeholders and thus are perceived as contributors to the overall action plan. The ultimate aim of the project is to make a waste-neutral campus. Since the major part of waste management is associated with the environmental behavior of individuals, the project follows the fundamental approach of environment consciousness and sensitization and generates awareness on environment sustainability. Recycle Projects were further revamped during the year 2019-2020 to create knowledge on waste segregation at source. Dedicated repositories were installed for waste collection. For effective waste management, Leaf Composter, Vermi-Compost and Aaga are used. Organic Waste Composter was installed in the College Campus on January 3, 2020, in addition to the compost pits and bins already present. It is a fully automatic machine having a capacity of 25-30 kg per day. The machine makes compost from biodegradable waste generated in the College including leaf waste and food waste from the canteen and the two hostels of the College to make organic manure, which is used in the sprawling gardens of the College. The machine produces high quality compost on daily basis, which is stored near the Green Lab of the College.

The College, as evident, has an elaborate Waste Recycling System. Waste Paper is recycled in collaboration with the NGO, *Greenobin*. Recycled Paper is used to produce College Memorabilia. Electronic and plastic waste is disposed for recycling in collaboration with the NGO, *Chintan*, which feeds the income generated into the project of education of street children.

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

7.1.4 Water conservation facilities available in the Institution:

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

Answer: B. 3 of the above

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

7.1.5 Green campus initiatives include:

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

Answer: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

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

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

Answer: A. Any 4 or all of the above

File Description	Document
Certificates of the awards received	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Answer: A. Any 4 or all of the above

File Description	Document
Details of the Software procured for providing the assistance	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Answer:

An area distinctive to the vision of the College is its program of diversity inclusion and integration. It stands firm and committed in promoting the values of inclusiveness, tolerance and harmony. It nurtures sensitivity, love and respect for others by exposure to cultural, regional, linguistic, communal and socio-economic diversity. Workshops, seminars, talks, discussions and several other interactive programs are organized in the College to strengthen and promote its vision. Few of them are mentioned as illustrative examples.

The College inculcates belief in self as a woman through enabling strategies and empowerment as women. To promote gender inclusivity and women empowerment, workshops, conferences and seminars were held on 'Empowering Women through Entrepreneurship', 'Mapping the Terrain: Profiles of Young Women in a Higher Education Institution', 'Adolescent Girls and Higher Education', 'Women in Politics', 'Gender and Media', 'Leveraging Women's Power in Nation Building', 'Body, Gender and the Question of Self: Perspectives in Feminist Philosophy', 'Review of Papers in the field of Gender, Health and Environment', 'Pre-Conception and Pre-Natal Diagnostic Techniques Act, 1994' and 'New Forms of Violence Against Women: A Critical Perspective'.

Carrying forward its program of gender sensitization, Queer Collective was founded by the Women's Development Cell of the College in 2018. Since then, UNMUKT – a discussion to create awareness around non-heteronormative love has become an annual feature in the College. Informative sessions, symposia and discussion were held on 'Global Gender Equality', 'Saksham Report: Gender Sensitization and Sexual Harassment', 'Gender Construct: Exploring Gender & Sexuality', 'Me Too: Challenging Sexism at Work Place', 'Sex Education', 'Transgender' and 'Reporting Sexual Violence in Contemporary India: Needs and Nuances'.

To inspire an inclusive environment and sensitivity towards those who face mental disorders, awareness programs were organized on issues of Mental Health. These included workshops on 'Well-Being', 'Social Emotional Learning Tools', 'Stress Management', 'The Joy of Present Moment: Expressive Therapy', 'Understanding Negative Emotions', 'Cognitive Drill Therapy for Managing Social Anxiety', 'The Opposite of Addiction is Connection: Understanding Addiction, Depression, Anxiety and other Disorders' and Hindi Declamation Competition on the theme 'Mansik Swasthya Shiksha Ko School Mein Anivarya Kiya Jana Chahiye'.

Seminars and discussions were held to sensitize students towards persons with disability. Motivational Talk was held on International Disability Inclusion and Gender and Disability. World Autism Day was observed by the entire College community by wearing blue.

Initiatives such as Relief Material Collection Drive for Women of Conflict-hit areas of Northeast Delhi, Clothes Donation Drive, Kerala Flood Relief Drive, Fund-Raising Activity for the rehabilitation of manual scavengers and collaboration in Relief Campaign - Covid-19 exemplified the institution's commitment towards cultural, communal and socio-economic harmony and tolerance.

Discussions like 'Chai Pe Charcha: Being A Northeastern in Delhi', Film Screening and Seminar on the theme 'Model of Development and Tribals', Talk on Tibetan Writings in English and Poetry Reading Session on the theme 'Writing Exile: Metaphors and Nostalgia and Reality' were illustrative of the College's dedication to regional and linguistic tolerance and harmony and thus inclusive environment in the institution.

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

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

Answer:

The College endeavors to nurture confident and responsible citizens who will uphold the values enshrined in the Constitution and the motto of the College 'Truth, Love, Knowledge, Service. The College sensitizes the College community towards the fulfillment of constitutional obligations and inspires in them values of citizenship, civic sense, public conduct, leadership, rights, duties and responsibilities.

The College observes Vigilance Awareness Week. Lectures and workshops are organized during the week to develop and reinforce best practices and a pledge is taken for transparency and accountability to reinforce probity in the workplace.

The College celebrates Constitution Day. Pledge is taken and the Preamble is read by the College community. Several programs are organized as a part of the celebration. Lessons in the constitution and its understanding are fostered through talks and seminars. Few of them can be cited. Lectures and interactive sessions were held on 'Constitutional Morality in India', 'We the People: The Preamble of the Constitution of India', 'Know Your Rights', 'Right to the City' and 'Challenges Facing Indian Democracy'. Annual Public Lecture, 2018 was addressed by Prof. Faizan Mustafa, Vice-Chancellor, NALSAR, University of Law, Hyderabad on 'Constitution, Law and Women'. Inter-College Debate Competition was organized on the theme 'Elections are the Best Test of Democracy'. Loktantrashala - School for Democracy in collaboration with the College organized Summer Internship for students on the theme 'Constitutional Values and Principles' in Rajasthan in 2018 and 2019.

The College held a Seminar on 'Voter's Awareness Forum' by Election Commission of India and organized the Electoral Verification Program. The same program was organized to assist the visually impaired students. The College community participated in Pledge-taking ceremony on the occasion of SVEEP (Systematic Voter's Education and Electoral Participation Program). The College was a part of SVEEP Camp, a Voter ID Camp organized by the District Election Office, Government of NCT Delhi and Special Summary Revision regarding Special camp for Electors.

Fulfilling constitutional obligations and institutional social responsibility, the College Community was a part of community initiatives such as Relief Material Collection Drive for Women of Conflict-hit areas of Northeast Delhi, Clothes Donation Drive, Kerala Flood Relief Drive, Fund-Raising Activity for the rehabilitation of manual scavengers and collaboration in Relief Campaign - Covid-19.

Another step that the College took towards the fulfillment of citizenship and public values was the organization of self-defense workshops for visually impaired students in collaboration with the Special Delhi Police Unit for Women and Children.

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

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

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

Answer: A. All of the above

File Description	Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

Answer:

The College organizes and commemorates all national events with great fervour: Republic Day, Martyrs Day, Independence Day, Gandhi Jayanti. On the occasion of Republic Day and Independence Day, the Principal addresses the College community, administers the oath upholding constitutional morality and constitutional obligations. On the occasion of Martyrs' Day and Gandhi Jayanti, Gandhi Study Circle of the College organizes programs to expose young minds to the wealth of Gandhian philosophy, triggering deep reflections on its relevance in contemporary world and the issues that plague it. Programs were organized to commemorate the values of Gandhi on his 150th Birth Anniversary: Open Mic on 'Truth, Non-Violence and Social Harmony'; lectures on 'Gandhi: Kaun Aur Kiska', 'Gandhi's Engagement with Religion'; audio visual presentations 'The Centennial (1919-2019) and the Sesquicentennial (1869-2019)', memorializing the massacre of unarmed civilians at Jallianwala Bagh, outlining how this event transformed Gandhi and 'Gandhi and Orwell'; Plastic Waste Shramdan and Awareness Rally at Slums to curb Single Use Plastic. Upholding the relevance of Gandhi, six Round Table Conferences on Gandhi

were organized in the last five years. The Principal was felicitated by the Vice Chancellor of the University and Gandhi Bhawan in October 2019 and 2020 on the occasion of *Gandhi 150* for singular contribution to the promotion and dissemination of Gandhian thought in the College community. In October 2020, along with her, the Convener and President of Gandhi Study Circle were also felicitated.

The other national events that the College celebrates include: Anti-Terrorism Day, Good Governance Day, Rashtriya Ekta Divas (National Unity Day), Constitution Day, Vigilance Awareness Week, National Voters Day, National Girl Child Day, National Youth Day.

The College observes Government-initiated *Swachhata Pakhwada* and *Swachhata* Programs. Cleanliness Drive is organized to mark the occasion, like 'Campus Cleanliness Drive - Clean-a-Thon' and 'Cleaning of Yamuna Bank'. Students participated in *Swachh* Bharat Summer Internship sponsored by Ministry of HRD. Seminar on '*Swachh* Bharat Mission' and cultural program on the theme '*Swachhata hi Sewa*' was organized to celebrate NSS Day. As a part of *Swachhata hi Sewa*, the College organized Plastic Waste Free Campaign. The College participated in Prime Minister's 'Make India Plastic Free Mission 2019' and Conclave on 'Circular Economy of Plastic Waste and Livelihood Opportunities and Excellence Awards for Academia and Community' and facilitated Video Conference on FIT conducted by Ministry of Youth Affairs on August 23, 2019 and live-streaming of the Prime Minister's FIT India Movement in the College.

The international days that the College observes include: World Autism Awareness Day with the College Community wearing blue; International Day of Yoga, celebrated under the aegis of Centre for Yoga and Well-Being with events like yoga sessions, workshops and training classes. A week is dedicated to the celebrations to spread the message among youth on the importance of well-being through yogic *asanas* and practices; International Women's Day, organized and celebrated with great ardour and zeal by Women's Development Cell that arranges and holds workshops, lectures, cultural programs on women empowerment, womanhood and gender sensitization.

File Description	Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

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

Answer:

The College had proposed two Best Practices - **Shanti Paath:** Environmental Peace and Harmony and **Khazana-e-Virasat**: Treasure of Heritage of Knowledge, Historical Traditions, Art and Culture in its first Self Study Report (SSR) submitted to NAAC in May 2015. Subsequent to Accreditation, the College in the year 2016-2017 announced these two practices as Best Practices to be pursued and developed over five years. Since then, they have been followed with rigour, energy and enthusiasm. These two practices, during the last five years, have continued to encourage awareness and practices of sustainable development within a holistic vision of the environment and its relation to society, generate environmental consciousness and cognizance, sensibility and respect towards heritage and conservation of inheritance. These practices not only encourage ethical and human values but also instill a sense of belonging in the College community.

Best Practice I – *Shanti Paath* is inspired by the Vedic *Shanti Paath* that emphasizes on the value and significance of environment, the cosmic system and its inhabitants. The College inspires into its surroundings and its people the desire for environmental peace and harmony and encourages an organic connection with the environment. The College, with its dense green cover and phenomenal biodiversity

serves as a laboratory for both observation and practices. It is committed to the optimization of its available material and human resources and inculcation of a life-style that promotes environmental consciousness, conservation of energy and other natural resources. Endeavouring towards clean environment, a workshop was organized on 'Indoor Air Quality and Human Health' and the College was a station for Air Quality Monitoring during Diwali in the year 2017-2018 under a project initiated by the National Physical Laboratory, New Delhi. The College regularly conducts Green Audit of its campus and its facilities. Activities in the College are organized around tree census, bird census, butterfly and dragonfly count and a vigorous Waste Management Program. An important step towards Waste Management was taken by the College in 2019-2020 under the slogan of 'No Waste Leaves the Campus' through Project *Nidaan*, a project for Solid Waste Management, initiated by the College's Centre for Earth Studies. Recycle projects were revamped during the year to create knowledge on waste segregation at source and dedicated repositories were installed for waste collection. A leaf composting machine was installed on campus in addition to the compost pits and bins already present. The College uses leaf litter to make compost, canteen food waste to make organic manure and recycles paper waste in association with the NGO, *Greenobin*. Recycled Paper is used to produce College Memorabilia. Electronic and plastic waste is disposed for recycling in collaboration with the NGO, *Chintan*, which feeds the income generated into the project of education of street children. The College optimizes its water usage and practices water management through waste water recycling and rain-water harvesting. There are seven water harvesting pits on the campus. Heritage well built in 1917, located in the College campus is used to facilitate water management and waste water recycling. The well is used for channeling irrigation, drinking water and for fire extinguisher. The College has its own Green Lab that practices urban farming and grows organic vegetables. This provides a further boost to the College's efforts and commitment to maintain environmental sustainability and biodiversity.

The College has taken a major step towards alternative sources of energy and energy conservation by harnessing solar energy, a major renewable energy resource. Solar Panels have been installed in the College campus to reduce dependence on electricity consumption from the grid and to promote the use of renewable energy. The College uses solar lights on its path. There are solar panels in the two hostels of the College that house 450 students. The solar panels are used for heating water in both the hostels. The College uses LED Bulbs, power efficient equipment in the two hostels of the College and the two academic blocks of the College, namely, New Academic Block and ECA/Academic Extension Block.

The College campus is an Animal-Friendly campus. There are dogs, cats, peacocks, mongoose, and kites, varieties of migratory birds and rescued birds and animals on the campus that are looked after by the College community. The College collaborated with Wildlife Rescue NGO to develop the College Campus as a habitat for controlled release of injured birds. The Wildlife Rescue provides basic healthcare to the birds and then releases them in the birds-friendly ambience of the College. The College's lush green campus and floral diversity provide a habitat for more than 40 species of birds, 11 species of butterflies and 4 species of dragonflies and damselflies. Bird Diversity Census is conducted on the College campus. The College took the innovative step of conducting a Bird walk for visually impaired students, using acoustical and tactile means to identify birds. The College, through the Department of Environmental Studies, encouraged the students to implement a project 'Creating Auxiliary Nesting Habitat for Birds around the College Campus' supported by TERI, an NGO and Genpact India.

The biodiversity resource of the College is well-documented and monitored by the sustained efforts of the Centre for Earth Studies and the Department of Environmental Studies through Biodiversity Trails, research projects, regular census and Green and Environment Audits. The Garden Committee of the College and its trained, meritorious gardeners through their expertise and hard labour maintain the green, clean, refreshing environment of the College. The College prepares its own fertilizers and manures to provide nutrition to its gardens, lawns, trees and plants. The College has large sprawling gardens and exquisite floral variety, which makes a remarkable, award-winning impression at the Annual University Flower Show. Each year, the College wins several prizes for its plants and flowers in different categories at the University Flower Show.

The ECO Club organizes several programs that add to awareness and sensitization towards environment. It organizes Annual Nature Bazaar, a day long festival on Basant Panchami, inviting Environment NGOs and Groups to showcase and sell their green products to the College and the neighbourhood community.

The College received the World Ecology Environment and Development (WEED) Award in the 26th World Environment Congress organized by the Indian Institute of Ecology and Environment in October 2017. In October 2018, the Principal, Prof. Babli Moitra Saraf was given the Lifetime Achievement Award on the occasion of United Nations World Teachers Day coinciding with the Teacher Education and Research Summit for a Cleaner World by the Educational Standards and Testing Council of India, Confederation of Indian Universities, National Institute of Cleanliness Education and Research and Indian Institute of Ecology and Environment. The College is also a recipient of 'Plastic Free College of the Year Award, 2018'.

Best Practice II – *Khazana-e-Virasat* is inspired by the commitment and passion to preserve and conserve the vast resources of historical knowledge inherited in the form of artifacts and documents that can be traced to the beginning of the twentieth century as early as 1904. The College, the first women's college of the University of Delhi has a history that has intersected the movement for women's education, the movement for independence and the feminist movement. To preserve, conserve and display its heritage and historical traditions, the College established its own Archive in 2006, thus becoming the only College of the University of Delhi to house its own Archive. To encourage the consciousness of heritage, history, conservation and restoration of tangible and intangible heritage, the Archive was expanded into Museum and Archive Learning Resource Centre and inaugurated in 2016. This fostered a sense of heritage, a sense of belonging to the traditions of the College and the idea of a community and citizenship. The entire College community thus became both the participant and custodian of the shared wealth.

The Museum and Archives Learning Resource Centre (MALRC) captures not only the history but also the cultural and political ethos of the College. There are many fascinating details, interesting moments and events in the life of the College – now in its 97th Year – which deserved to be retrieved, preserved and brought to a larger audience. The commitment of the College to preserve, conserve, digitize, catalogue and house the inheritances on a continual basis and sensitize the College community to its heritage led to the expansion of MALRC, adding another wing for display, projections, seminars, symposiums and research projects. The Museum and Archives features the period 1904-2006 and 2007-2020. It displays rare documents and photographs of the colonial period, the city of Delhi, the history of the College and its transition over time to a modern, progressive institution of liberal learning. It is a significant addition to the corpus on institutional histories, heritage learning, gender and the city of Delhi and has facilitated researchers, scholars and all such persons who wish to explore these issues. The documents, newspapers and photographs are digitized, conserved, restored and catalogued, making MALRC into one of the gleaming, modern Centre of the College. A few QR (Quick Response) codes with details on selected displayed items have been put up which can be scanned with Smart Phones and which are linked to the College Website.

The Museum and Archives Learning Resource Centre, since 2016 after its inauguration, has continued to attract Research Scholars, both national and international, interested in the history of Delhi, institutional history, gender studies, freedom movement, women's role in it, women's education and the invaluable Indian and Australian women who contributed significantly to the making and consolidation of the College. Significantly, the first Principal of the College was an Australian lady, Ms. Leonara G'meiner. In January-September 2016, Prof. Emerita Heather Goodall and Dr. Devleena Ghosh, University of Technology, Sydney, Australia expressed their interest in researching at MALRC on an Australian Research Council Project focusing on connections between Indian and Australian women in the mid-twentieth century. From among these women, the focused research was on Ms. Leonara G'meiner. On the occasion of the 75th anniversary of Quit India Movement in August 2016, Hindustan Times Education Times for its feature *Yaad Karo Qurbani*, did a Photo-Shoot and an interview on the History of the College. The College collaborated with *Sahapedia*, an online encyclopedic resource on South Asian History and Culture for a Project on 'Education in Delhi: Charting its History' featuring Indraprastha College for Women and photographing the College. *Sahapedia* prepared an online documentary interview with the Principal and some faculty members which was uploaded on the YouTube https://www.youtube.com/watch?v=d12_LHnd_ZQ

In the Year 2016, a student from Jawaharlal Nehru University, New Delhi researched in MALRC for a Seminar Paper on 'Architecture of Indraprastha College for Women'; in 2017, students from Tata Institute of Social Sciences, Mumbai and Ambedkar University, Delhi researched in MALRC on their

projects on history of education with special reference to women's education and academic reforms in higher education in India respectively; in 2018-2019, the Museum and Archives Learning Resource Centre served as a pedagogic tool for the students of the College to study Papers on Gender and Contemporary Women and Empowerment. In the same academic year, MALRC facilitated three research projects, namely, undergraduate centenary decade research grant project entitled 'Beyond Nationalism: Revisiting the History of Indraprastha College through Student Magazines, 1937-1977' by a student of BA (Hons) Multi Media and Mass Communications. It was published subsequently in a Student Journal; research on Sucheta Kriplani, an alumna of the College was undertaken by a Journalist with *The Indian Express*. The article was published entitled 'Sucheta Kriplani: India's First Woman Chief Minister, Chartered her Own Independent Course' in indianexpress.com. In September 2019, a student of Ambedkar University, Delhi researched in MALRC on her Ph.D. Proposal 'Roads to Motorization: Public Transport, Urban Life, and Mobility in Colonial and Post-Colonial Delhi, c.1880-1960. Research and Photo-Shoot was conducted in September 2019 for Voice of America by Ms. Ritul Joshi to do a story on Begum Ra'ana Liaquat Ali Khan (formerly Irene Pant, who taught Economics in College in the 1930s). The story was uploaded on YouTube VOA Urdu in October 2019. The research for the book on Begum Ra'ana Liaquat Ali Khan was done by one of its authors, Deepa Aggarwal in MALRC. The book was published by Penguin/Viking India in June 2019 and was featured in Jaipur Literary Festival 2019.

To sensitize new entrants to the College to values of heritage, conservation and awareness about the history of the College, Heritage Walk of the College is conducted annually as a part of the Student Orientation Program under the aegis of MALRC. MALRC has often participated in Delhi Walk Festival in association with Delhi Heritage Walk and conducted heritage walks for the visitors and the College community.

To capture the live heritage and ethos of the College, MALRC since its inception in 2016 has been bringing out a Heritage Calendar annually. Till date, it has brought out six Heritage Calendars. Heritage Calendar is proposed to be published every year culminating in the centenary year, 2024.

The College's endeavour to excite passions, sensibilities and consciousness towards inheritance, heritage and historical knowledge is enshrined in Best Practice II.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

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

Answer:

The College has provided tremendous thrust and priority to its Program of Diversity Inclusion and Integration – an area distinctive to the Vision of the College. The Vision of the College is to educate, enable and empower young women, including foreign women students from different countries that form a significant section of the student community in the College. To acclimatize the foreign students and bridge the knowledge and language gap, communication classes are organized by the College for them through International Students Desk. The College emphasizes the need to mainstream the marginalized and weaker sections of students to ensure justice and equity in society. The Mission is to steer the

education it offers not only towards the pragmatic goal of employability, but also to build a life of the mind and sensitize and orient its students to the service of the community, in the quest for a better life for society and the world that we inhabit.

The College is 100% barrier free and has 'Under One Roof' Enabling Unit and Equal Opportunity Cell. The College follows a proactive financial aid policy and 'Need Blind Admission Policy', organizes courses in the teaching-learning of English Language and ICT skills for Economically Weaker Sections, skill training courses, computer literacy and mobility training program for Persons with Disability. Pursuing its vision of Diversity Inclusion and Integration in the last five years, the College provided financial assistance to several students with partial fee waivers including hostel fee waivers and also full fee waivers. This assistance was in addition to the support received by reserved category students from state and other agencies. The College also facilitated students in need, to obtain financial aid from other agencies, trusts and NGOs. The College has a financially sustainable Need-Blind Admission Policy that enables all students to enroll for its courses at the time of admission itself. It continues to support students with Registration Fees to make their academic presentations in professionally recognized conferences abroad and within the country.

Under its Diversity Inclusion and Integration Program, the College during Covid-19 pandemic in 2020, provided a vital support structure to conduct Online Teaching-Learning for PwD students. The College is in possession of Audio Repository Application for the use of visually impaired students under the College's Internal Research Program. Called 'Lecture Hall', it is an Online Audio Repository for visually impaired students. The main purpose of the application is to make the audio recordings of lectures available to these students for their reference. This application is specifically designed to reduce the load of downloading the audio lectures on phones as it follows proper indexing, and the user does not find it difficult to recover them. The App is likely to be developed into a global resource. A Research Article on the App was published in a Springer Journal. As a part of its Institutional Social Responsibility and Outreach Program, the College provided access to its Audio Repository Application to visually impaired students across colleges of the University of Delhi. This made navigation possible during Covid-19 pandemic.

The College Administration took a special initiative to deposit scholarship cheques in student bank accounts for students with visual disabilities to facilitate them to have access to financial resources during lockdown due to Covid-19.

The Equal Opportunity Cell, along with the Enabling Unit of the College, and Help the Blind Foundation supported visually impaired students of the College. The All India Confederation of the Blind also supported visually impaired students. The College received a sum from the combined sponsorship of Help the Blind Foundation and All India Confederation of the Blind, making it possible for every visually impaired student of the College to be covered by a scholarship. The National Institute for the empowerment of Persons with Disabilities awarded NIVH Meritorious Scholarship to some students.

The Braille Atlas is available in the College Library for the use of visually impaired students, and so is the encyclopedia of Indian Sign Language. Under the Assistance Program for visually impaired students, movies were screened at Siri Fort Auditorium, New Delhi. The Equal Opportunity Cell of the College along with the NSS Unit of the College organized several workshops for the visually impaired students. These included a computer usage workshop, a workshop on career and job opportunities and mobility orientation program. The workshop on Career and Job Opportunities was organized jointly with Arise Impact. The Equal Opportunity Cell of the College in association with the NSS Unit of the College organized an Electoral Verification Program for the visually impaired students. Visually Impaired students of the College from BA (Hons) Political Science II Year and BA (Hons) Hindi II Year were selected from the University of Delhi to receive personal laptops from Jawaharlal Nehru University, New Delhi, under its CSR program. Under its Diversity Inclusion and Integration Program, the College is committed to supporting extraordinary individual initiatives to enable young, enthusiastic women to realize their dreams and aspirations.

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

Extended Profile

Program

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
844	842	842	840	840

File Description	Document
Institutional data prescribed format	View Document

Number of programs offered year-wise for last five years

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
26	26	16	14	14

Students

Number of students year-wise during last five years

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
3118	2986	2912	3165	3086

File Description	Document
Institutional data in prescribed format	View Document

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
602	552	552	506	506

File Description	Document
Institutional data in prescribed format	View Document

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
985	1044	919	1143	936

File Description	Document
Institutional data in prescribed format	View Document

Teachers

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
175	173	157	157	156

File Description	Document
Institutional data in prescribed format	View Document

Number of sanctioned posts year-wise during last five years

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
197	169	169	169	169

File Description	Document
Institutional data in prescribed format	View Document

Institution

Total number of classrooms and seminar halls

Answer: 92

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

Answer:

2019-20	2018-19	2017-18	2016-17	2015-16
939.96	982.34	2195.03	1149.04	1018.09

Number of Computers

Answer: 1483

Conclusion

Additional Information :

The University of Delhi was shut because of the Lockdown following the Covid-19 Pandemic. As per the notification, however, it decided to operate online. In this massive online shift while the College still appeared to be in a structured framework, it repositioned itself to negotiate the changed circumstances.

The College launched its Online Flagship Program IPCW-ON. It was inaugurated with the posting of Electronic College Prospectus, created by the College for the first time.

IPCW-ON facilitated online international and national interaction. All College Programs – national and international webinars, academic, co-curricular, extra-curricular activities, department annual days, student farewells, Founder's Day, Sports Day, Yoga Day, Certificate Courses, FDPs and several other programs were held on it.

The College further upgraded the infrastructure and resources to empower the College in this massive online shift. The College procured implements and tools for sanitization under Standard Operating Procedures.

Pandemic notwithstanding, online teaching-learning remained rigorous and vibrant in the College through different online platforms facilitated by the University. Links to E-Library Resources were provided by the University Library to both the Faculty and the Students. The College Library further facilitated access to these resources and to UGC N-List.

Under its Diversity Inclusion and Integration Program, the College provided a vital support structure to conduct online teaching-learning for PwD students by providing them access to online Audio Repository Application called 'Lecture Hall' developed under the College's Internal Research Program. As a part of its ISR and Outreach Program, the College provided access to its App to visually-impaired students across colleges of the University of Delhi.

The College offered online counselling facility by the College Counsellor to those who were already undergoing treatment and those who sought further help.

As per the notification and norms prescribed by the University, the College conducted Practical Examination in May and online Open Book Examination for Semester VI in June 2020. The College created e-mail Ids for the Departments and the Students to facilitate queries, if any, from the students. Non-Teaching Staff of the College was at the core of this entire process and for making it successful.

Concluding Remarks:

The College is committed to further strengthening the internationalization and globalization of the College. Given the extraordinary circumstances, it hopes to seek especially those online international engagements at both the faculty and student level which do not require travel. The dialogue is already on to make the collaboration extensive with Middlebury University, Vermont, USA with which the College had signed MoU in April 2019. As per the MoU, the students from Middlebury were expected to come to College in the Fall Semester annually. Middlebury, however, cancelled all visits of its students abroad in 2020 following Covid-19 Pandemic. The strengthening of relationship between the two institutions has continued regardless. A meeting was held with the Director, Middlebury (India) to brainstorm on developing a basket of courses from different modules. The two institutions are confident of expanding their collaboration. Middlebury is hopeful of sending its students in the Fall Semester of 2021 and Indraprastha College is prepared for it. Both are working towards carving a Special Track that could be offered to the students of Middlebury when they visit the College.

The College looks forward to consolidate its national networks and associations, build collaborations with organizations in government and private sector, consider the implementation of UGC sponsored centres and/or programs and evaluate ways of supplementing and implementing Swayam MOOC and consolidate connections with the universities in Delhi and NCR region like Ambedkar, Ashoka, O. P. Jindal Global University and develop collaboration with Indira Gandhi Delhi Technical University for Women on matters of ecology and entrepreneurship. As a further enhancement of its profile, the College seeks to introduce online/offline Add-on and Certificate Courses, Skill-based/Value-Added Courses and Faculty Development Programs.

The College hopes to strengthen its distinctive vision of diversity inclusion and integration, consolidate its efforts towards mental health support in the changed circumstances, initiate awareness about heritage,

environment and waste, engage with questions of equity, justice and economic distribution and end to endless consumption.

The College is committed to develop a vibrant Career Guidance and Placement cell, make the College an attractive destination for Recruiters and aim at Big 4.

EXCLUDED METRICES

List of Excluded Metrices

3 Research, Innovations and Extension : Weightage (120)

3.1 Resource Mobilization for Research : Weightage (15)

Ref No	Details of Metric	weightage	Metric Performance
3.1.2	Percentage of teachers recognized as research guides (latest completed academic year) (Metric Type : **Derived** , Question Type : **QN** , Evaluation : **By DVV** , Nature :**Value**)	5	5.14

3.3 Research Publications and Awards : Weightage (25)

Ref No	Details of Metric	weightage	Metric Performance
3.3.1	Number of Ph.Ds registered per eligible teacher during the last five years (Metric Type : **Derived** , Question Type : **QN** , Evaluation : **By DVV** , Nature :**Value**)	5	2.22

5 Student Support and Progression : Weightage (130)

5.1 Student Support : Weightage (50)

Ref No	Details of Metric	weightage	Metric Performance
5.1.2	Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years (Metric Type : **Derived** , Question Type : **QN** , Evaluation : **By DVV** , Nature :**Value**)	5	15.69

5.2 Student Progression : Weightage (25)

Ref No	Details of Metric	weightage	Metric Performance
5.2.3	Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.) (Metric Type : **Derived** , Question Type : **QN** , Evaluation : **By DVV** , Nature :**Value**)	5	0

ANNEXURE

1.Metrics Level Deviations

Metric ID   Sub Questions and Answers before and after DVV Verification

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

2.1.2

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
478	424	398	451	444

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
431	409	376	436	434

Remark : DVV has made the changes as per shared report of actual students admitted from the reserved categories by HEI.

Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

2.4.3

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

Answer before DVV Verification : 1822

Answer after DVV Verification: 1570

Remark : DVV has excluded temporary teachers experience from shared report by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	10	5	0	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : DVV has not consider shared certificate of appreciation by HEI.

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

3.4.3   3.4.3.1. **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
42	55	29	9	16

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
37	42	25	8	14

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

3.4.4   3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3444	3983	1080	366	554

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3119	2237	751	341	344

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

    4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during**

last five years (INR in lakhs)
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
323.31	419.30	1746.97	734.81	521.54

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
223.31	319.30	946.97	434.81	421.54

Remark : DVV has made the changes as per shared report of Expenditure for infrastructure augmentation, excluding salary by HEI.

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

4.2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
1153387	1502628	1192009.53	1154968.6	1294734.5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11.5	12.40	12.11	11.5	7.85

Remark : DVV has made the changes as per shared audited statement for Annual expenditure of purchase of books/e-books and subscription to journals/e- journals by HEI.

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

4.2.4

4.2.4.1. Number of teachers and students using library per day over last one year
Answer before DVV Verification : 235
Answer after DVV Verification: 47

Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)

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

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

2019-20	2018-19	2017-18	2016-17	2015-16
735.74	635.97	1896.98	1158.88	1009.51

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
31.12	32.34	918.29	494.95	3.6

Remark : DVV has made the changes as per shared report of Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary by HEI.

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

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

Answer before DVV Verification:

5.3.3

2019-20	2018-19	2017-18	2016-17	2015-16
203	270	223	100	66

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

Remark : DVV has not consider unsigned report by HEI.

2.Extended Profile Deviations

ID   Extended Questions

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	14	14

1.1

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
844	842	842	840	840

1.2   **Number of programs offered year-wise for last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	14	14

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
26	26	16	14	14

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

2.2

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
724	607	607	525	525

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
602	552	552	506	506

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

2.3

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
916	958	843	1072	906

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
985	1044	919	1143	936