



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

LADY IRWIN COLLEGE

LADY IRWIN COLLEGE SIKANDRA ROAD, NEW DELHI

110001

www.ladyirwin.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Lady Irwin College is a constituent college of the University of Delhi and is the first Home Science College of India. Established on November 11th, 1932 under the patronage of the then Vicereine, Lady Dorothy Irwin, the college has a glorious history. Its founding mentors were eminent leaders such as Annie Besant, Sarojini Naidu, Rajkumari Amrit Kaur, Kamala Devi Chattopadhyay, Sir Ganga Ram Kaula, the Maharani of Baroda, Maharani of Bhopal, and Margaret Cousins.

Since its inception, Lady Irwin College, has pioneered the discipline of Home Science and has provided leadership to institutions across the country for Home Science education both at the school and college level. The college currently offers:

- Bachelors in Home Science (Honours and Pass)
- B.Sc. (Hons.) Food Technology
- Ph.D. and Masters Programmes in five Home Science areas - Food and Nutrition, Human Development & Childhood Studies, Fabric & Apparel Science, Development Communication & Extension and Resource Management & Design Application.
- B.Ed. and B.Ed. Special Education (MR)
- PG Diploma in Dietetics and Public Health Nutrition (PGDDPHN).

Housed partly in heritage structures, the college infrastructure and facilities are continuously being renovated and new facilities built. The college has a well-qualified and dynamic faculty that regularly upgrades itself to enrich teaching, research and outreach processes. The college has established international linkages that have led to cross-border faculty and student interactions built multicultural perspectives and enriched teaching-learning processes attuned to the globalized world.

College film: <https://youtu.be/vYbvJ9EdZVg>

Vision

Strive to inculcate the spirit of service along with professional development and skills for women empowerment through state of the art education, research and extension by nurturing innovation, leadership and national development.

Lady Irwin College has been a pioneer in women's education. Set up more than eight decades ago, the vision for empowering women continues to be the key thrust of the College. It is indeed a matter of pride for us that the Father of the Nation Mahatma Gandhi gave us our motto Vidhya Hi Sewa (service through knowledge). True to the motto, our educational endeavor has been to inculcate the spirit of service along with the professional growth of students. The college remains committed to building leadership, conscious citizenry and active participation of women in furthering national developmental goals. The college encourages the development of scientific temper with a special focus on individual, family and community life. The education in the college aims towards developing creative and critical thinking, nurturing innovation and excellence. Lady Irwin College sees its students' building capacity to acquire global skills for entrepreneurship, professional

proficiency and improved quality of life.

Eminent leaders helped envision Lady Irwin College goals and the role it could play in the field of higher education for women. They built strong foundations based on core values of social justice, veracity, service and sustainability for achieving excellence in all spheres of life. These have continued to guide and contour the curricular and co-curricular thrusts of the college through the decades.

Mission

The faculty has consistently strived to contemporize its academic content and implement new technological knowledge in the field of Home Science. Courses address larger societal issues like health, gender, socio-economic inequalities, community mobilization, people's participation, resource utilization, textile heritage, the environment and education.

The curriculum helps students develop key life skills for their future professional and societal roles. Their experiences at college are designed to facilitate self-development and nurturing them to become aware, active and enthusiastic members of society. We strive to:

- Accomplish training and development of young women for professional employment
- Generate an appreciation and respect for our cultural heritage and traditions with a critical orientation towards social and economic advancement
- Undertake training of trainers and educators
- Develop research and critical analysis skills for analyzing and suggesting national development strategies
- Strengthen linkages with other teaching and research institutions and professionals at all levels
- Give impetus to community outreach and extension

The courses strive to build a cadre of professionals:

- Focusing on issues, programmes and policies of health and well-being of children, women and families
- Nutrition, Dietetics, food processing, food safety and security
- Heritage textiles, textile technology and apparel design
- Early childhood care and education, parenting, family counseling
- Formal and non-formal education of children, adults, including persons with disabilities
- Sustainable management of resources and new product development
- Communication for development, participatory communications and innovative media development

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Lady Irwin College continues nodally to re-conceptualize Home Science education and research in the country.

High quality inter-disciplinary research is a core strength of the college. The faculty has developed expertise in various current methodologies and research techniques and remains abreast with changing research environments.

The multidisciplinary faculty with industrial and research experience tremendously enrich the teaching-learning processes and provides innovative and multidimensional perspectives. The faculty is also consulted by a range of professional bodies.

The extensive publications of college faculty in scientific journals and books, synchronized with participation in workshops, seminars and conferences as well as the college regularly producing Technical Series on faculty and student work. Faculty has obtained numerous research grants and many have received national and international acclaim.

Strong focus on community outreach and extension at Lady Irwin has created linkages between theory and praxis. These have provided insights for strengthening development programmes and policies from a multi-stakeholder perspective. Home Science cadre has been recognized in the last two Five-Year Plans of the country.

The RAK Child Study Centre of the college is an experimental laboratory providing on-campus crèche and childcare programmes for over 55 years and has been a pioneer in ECCE theory and practice both nationally and internationally.

The college has been able to build partnerships and establish linkages through MOUs with international universities. Cross cultural exchanges have encouraged students and faculty to think creatively, develop multicultural perspectives and sensitivity towards global human needs.

Institutional Weakness

Skewed awareness and misconceptions among the general public about the multidisciplinary nature of Home Science and its evolving nature result in enormous struggle for identity and growth. However, we strive continuously to move ahead.

The nation-wide repute of the college attracts multitudinous applications for limited number of seats. The increasing diversity of students, coupled with a broad admission process poses a challenge for selecting students with aptitude.

Lack of inadequate permanent faculty continues to increase the workload and administrative responsibilities of the regular faculty. The stagnation in permanent appointments affects the dynamics of the departments and impedes the professional growth of the discipline.

Recruitment rules and roles of non-teaching staff is not aligned to ICT based education. This poses tremendous pressure on teachers using these technologies.

Institutional Opportunity

In the coming years, we seek to utilize the expertise of the faculty members in formulating value added courses

and use of ICT based course transaction.

Technology mediated teaching learning offers opportunity for evolving flexible curriculum catering to different strata's of society and for continuing education and professional development of home scientists. Using mobile technology and ICTs helps professional enhancement of home scientists in reaching the unreached.

College also seeks to strengthen the quality of community outreach activities planned in collaboration with the industry, government and non-government organizations and the United Nations to expand internships and student exposure for holistic professional development. Many students get absorbed by these institutions on realizing student potential during internship.

Research undertaken in college has a special emphasis on Sustainable Development Goals (SDGs) and we seek to convert this existing research into an opportunity by conceptualizing policies to achieve targets of SDGs. An important opportunity for the college is to translate the researches into action points for community interventions and policy development, for national and international organizations and the government.

With the globalization of education the college seeks to further increase its national and international research and internship linkages.

Institutional Challenge

The college works in resource constrained environment with the faculty and administration balancing dual challenges of undergraduate and postgraduate teaching and research. Further, faculty is deprived of professorship opportunities and its related benefits.

Dynamic course curriculum with several pedagogical changes under Semester, FYUP and CBCS has added new dimensions and strengthen teaching in college. However, frequent changes in the system can act as a challenge with limited funds and infrastructure available. We took this as an opportunity to contemporize education with changing pedagogies.

Catering to a diverse student population brings with it certain challenges including problems in communication and non-availability of reading/course material/teaching aids in other Indian languages. However, teachers are from diverse population groups and continuously strive towards overcoming this challenge.

The college continues to strive to work towards addressing SDGs and providing quality education to students and building core values of service, social justice, professionalism, integrity and sustainability for achieving excellence in all spheres of life.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular aspects of courses at Lady Irwin College are governed by University of Delhi Ordinances. Multi-level systems have been evolved in the college for planning and implementation of the curriculum in a

transparent and effective manner. The courses, pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs. The curriculum has been regularly upgraded and elective papers have always been retained to maintain flexibility and responsiveness to changing environments.

The curriculum has always incorporated cross-cutting issues of human values, gender, environment and sustainability in the core courses and stand-alone papers have also been created around these issues in the various UG and PG programmes. The college has a history of strong community outreach component which has enabled these issues to be richly transacted in various curricular and co-curricular activities.

The college conducts a range of Value Added courses and organizes short-term add-on programs for self-development and professional skill enhancement of students. Students are encouraged to take up internships in various organizations involved in development related activities, schools, industries, hospitals etc.

The faculty serves on a range of eminent bodies and remains abreast with changing academic scenario, industry and larger socio-economic environment. Their expertise has helped evolve responsive curriculums and teaching pedagogies.

As a learning organization, we have always engaged in a continuous process of obtaining feedback from different stakeholders in a formal-informal manner and has enriched the teaching-learning processes. In recent years these have been standardized and regularised for all courses.

Teaching-learning and Evaluation

The college caters to students from different backgrounds enriching the geographical, socio-economic and cultural diversity within the institution. Equal Opportunity Cell of the college strives to provide an appropriate learning environment for students with special needs.

Students are familiarised with the program outcomes, mode of internal assessment as well as college facilities during the Orientation Program of the college. Teachers plan strategies to reduce the gap in knowledge and skills.

Students are encouraged to think critically and be innovative and creative in tackling assignments, projects and other tasks assigned to them. A repertoire of instructional methods and active learning approaches are used to foster constructive participation. Extension activities, internships, and training ensure experiential learning for students. Library at the college is well equipped with books, journals and e-resources necessary for teaching, learning and research.

LIC houses a highly qualified faculty, of which, many have received awards for excellence and serve on various academic and administrative bodies. Teachers continuously strive for innovation and professional development.

Appropriate assessment is incorporated into the learning process to achieve the learning goals of the courses. Continuous Internal Evaluation is done periodically and transparency and fairness of evaluation system are ensured through Internal Assessment committee. The institution has an effective mechanism for redressal of grievances. Examination results display exemplary performance of the students who largely occupy the top merit positions in the University of Delhi. The biggest benchmark is our distinguished alumnae who are doing outstanding work both nationally and internationally.

Research, Innovations and Extension

Lady Irwin College has been recognized for its research-based innovative outreach activities. Focus on research and extension is an indispensable part of UG and PG curriculum.

Every year approximately hundred students complete Master's research and about twenty students are awarded Ph.D. To ensure rigour and ethics in research, the college has a duly constituted Institutional Ethics committee (IEC) and Technical Review Board (TRB) of every PG department. The faculty and students are motivated to garner research achievements in the form of patents. Faculty members have brought accolades to the institution through projects of repute and awards. MoUs for student and faculty exchange, multicentric and coordinated research studies and internships have helped in expanding the horizons of learning for students and faculty.

The faculty is invited as consultants by research, evaluation and policy formulation and consultative meetings of the Central/State Governments, UN organizations and NGOs. To meet the emerging academic and research needs, faculty enrichment programmes, seminars, symposiums, special lectures and workshops are regularly organized.

Extension activities for community development include Gender, Nutrition and Public health, Children with special needs, Education, Environment and other development concerns. Adult literacy innovation of designing the ICT enabled 'talking pen' technology for literacy primer has received wide recognition. Annual Yuva-Shakti-Mela showcases extension and communication strategies developed at the college and offer leadership opportunities to the students.

The college has received several awards for innovation and community outreach. Faculty and M.Sc, Ph.D. students have received Best Research Paper awards.

Infrastructure and Learning Resources

The policy for infrastructure development focuses on-

- Create an enabling environment for teaching-learning process equipped with ICT facilities
- Regular assessment of infrastructure needs to keep pace with changing needs due to increase in number of students and introduction of new courses
- Regular up-gradation and maintenance of college facilities

The college building, designed by Sir Walter George, is recognized as a **heritage building** by Delhi Government that has supported its repair and restoration. The college built additional classrooms and laboratories with DU / HRD OBC expansion grant due to an increased number of students admitted after the reservation for OBC category students in 2006.

Infrastructure facilities at Lady Irwin College have been created and upgraded ever since its foundation was laid in 1932. **Computer center** (initiated in 1991) has been upgraded time to time with recent technology.

College library, constructed in 1958 was renovated in 2009-2010 with latest ICT facilities while retaining its ambiance of a heritage structure. The library automation was initiated in 1998-1999. Today it is fully automated with all its subsystems.

Recently, the **post-graduate block** has been renovated with two additional floors. Expansion and upgradation of infrastructure is the responsibility of Building and Maintenance Committee constituted by staff council and approved by College Governing Body as per UGC guidelines. The committee takes need-based and student-centric decisions to support inclusive infrastructure - lifts, ramps, specially designed toilets, barrier-free movement of wheelchair users and provision of scribes during the examination.

Student Support and Progression

The college is committed to excellence in all spheres, therefore, every student who joins the college is extended academic, psychological, professional and financial assistance to make her stay in the college an enriching experience. The college provides a meaningful partnership between students and teachers. This is seen in the planning of all academic, co-curricular and extra-curricular activities. Students with financial constraints are offered a wide variety of support with scholarships and freeships. The college attempts to provide access to all kinds of reinforcements that students would need to complete their education such as remedial classes, bridge courses and development of their soft skills. Career counseling at various levels prepares them for progression to higher studies as well as finding suitable placements.

Co-curricular activities are given the pride of place and are a vital part of the life of the students in the college thus enabling them to discover their true potential. The college has a democratically elected student council guided by faculty members. The students explore their talents and interests through creative and meaningful opportunities. Various intra and inter college platforms are provided to the students to showcase a wide array of extra-curricular activities. The college also has a strong grievance redressal system and a well-functioning Internal Complaints Committee and Joint consultative committee.

The college has a registered alumni association and the alumni work closely with the students and the departments specifically and the college at large providing guidance and mentorship as well financial assistance.

Governance, Leadership and Management

For fulfilment of the college mission, the leadership strives to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formulation. The staff and administration work zealously to comprehend and articulate rapid changes in the academic structure and functioning of the university.

The college promotes a culture of participative management. Before the commencement of each academic session staff council committees are formed. Under the guidance of the Director, staff council committees have the freedom to formulate their plan and decide execution strategies. The decision of staff council remains final and all the committees have to get their decisions ratified by the council.

The college has implemented e-governance in all areas of operation – Planning and Development, Administration, Finance and Accounts, Student Admission and Examination. As per the University of Delhi norms, all effective welfare facilities are available and appraisal system followed for all permanent teaching and non-teaching staff. Crèche, day care and nursery school within the college premises is available for all employees. LIC is the only college in the University of Delhi extending this facility for last several decades. The college also organizes professional development courses for faculty and non-teaching staff.

The college conducts regular internal and external audit and prepares an annual budget estimate in consultation with six departments, Director, and Governing body. This is sent to UGC and after approval from UGC financial utilization of funds take place.

Institutional Values and Best Practices

Lady Irwin College has always pioneered in displaying the best institutional values and practices. The institution is committed to sustainable development and addresses most of the SDGs in small and large endeavors. Its engagement to social and environmental issues is very evident and is lauded from various quarters.

The college promotes gender equity and sensitivity through various gender equity promotion programmes. Several activities are conducted for the promotion of national values and communal harmony. The college also provides facilities for the differently abled and works extensively to engage with the local community through each of its departments. Environmental consciousness has been an integrated component of the college activities. The college adopts the policy of Reduce, Recycle and Reuse, and natural landscape predominates the campus with a rich biodiversity of flora and fauna. The institution plans to install a solar power system to offset carbon emissions and follows the policy of replacing lighting fixtures with LED lights. Further, the college maintains transparency in its financial, academic, administrative and auxiliary functions.

LIC is committed to interdisciplinary education and capacity building of young women in developmental and professional education. In Antardhvani 2014, the College received First Prize in Best Teaching Practices at Delhi University and Nina Sibal Award in August 2014 for its extension, research and teaching in the area of disability and preparing teacher cadre in this area. The college faculty and students have responsibly engaged with people and communities, fulfilling its role in making knowledge and information accessible to people.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LADY IRWIN COLLEGE
Address	Lady Irwin College Sikandra Road, New Delhi
City	New Delhi
State	Delhi
Pin	110001
Website	www.ladyirwin.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Anupa Siddhu	011-23711222	9891106116	011-3711222	director@lic.du.ac.in
IQAC / CIQA coordinator	Sushma Goel	011-23739432	9899649760	011-3739432	sushmagoel7@gmail.com

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	11-11-1932

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	01-08-2016	View Document
12B of UGC	21-09-2017	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
AICTE	View Document	22-07-2013	48	One time approval
NCTE	View Document	05-12-2016	24	
RCI	View Document	17-07-2017	24	

Details of autonomy

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

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	04-07-2012
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	Lady Irwin College Sikandra Road, New Delhi	Urban	16.43	18674.43

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Home Science	48	Sr Secondary	English	24	0
UG	BEd,Home Science	24	Graduation	English + Hindi	100	92
UG	BSc,Home Science	36	Sr Secondary	English + Hindi	222	188
UG	BSc,Home Science	36	Sr. Secondary	English + Hindi	102	102
UG	BEdSplEd,Home Science	24	Graduation	English + Hindi	30	30
UG	BSc,Home Science	36	Sr Secondary	English + Hindi	32	0
PG	MSc,Home Science	24	Graduation	English	22	22
PG	MSc,Home Science	24	Graduation	English	22	21
PG	MSc,Home Science	24	Graduation	English	22	22
PG	MSc,Home Science	24	Graduation	English	22	20
PG	MSc,Home Science	24	Graduation	English	22	19
PG Diploma recognised by statutory authority including university	PG Diploma, Home Science	12	Graduation	English	37	28
Doctoral (Ph.D)	PhD or DPhil,Home Science	60	Masters	English	47	26

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				104			
Recruited	0	0	0	0	0	0	0	0	2	49	0	51
Yet to Recruit	0				0				53			
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						155
Recruited	104		21		0	125
Yet to Recruit						30
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				6
Recruited	6	0	0	6
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	32	0	2	10	0	44
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	7	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	8	20	0	28
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	27	0	27
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		5	5	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1161	167	0	0	1328
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	170	31	1	0	202
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	27	1	0	0	28
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	69	16	0	0	85
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	95	68	44	9
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	10	12	11	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	115	104	74	23
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	333	320	230	101
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	2	4	3	0
	Others	0	0	0	0
Total		555	508	362	133

Extended Profile

1 Program

1.1

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

Response: 13

1.2

Number of self-financed Programs offered by college

Response: 0

1.3

Number of new programmes introduced in the college during the last five years

Response: 7

2 Students

2.1

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1558	1400	1377	1493	1282

2.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
306	306	306	294	306

2.3

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

2016-17	2015-16	2014-15	2013-14	2012-13
718	366	549	487	494

2.4**Total number of outgoing / final year students****Response: 718****3 Teachers****3.1****Number of teachers year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
108	107	104	109	103

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

2016-17	2015-16	2014-15	2013-14	2012-13
65	74	65	67	67

3.3**Number of sanctioned posts year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
104	104	104	104	104

3.4**Total experience of full-time teachers****Response: 1169****3.5****Number of teachers recognized as guides during the last five years**

Response: 32

3.6

Number of full time teachers worked in the institution during the last 5 years

Response: 337

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 49

4.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
347.58857	225.44547	212.98473	217.13197	156.91866

4.3

Number of computers

Response: 552

4.4

Unit cost of education including the salary component(INR in Lakhs)

Response: 1.8

4.5

Unit cost of education excluding the salary component(INR in Lakhs)

Response: .11

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Curricular aspects of courses at Lady Irwin College are governed by University of Delhi Ordinance and guidelines. For the effective implementation of the curriculum along with these the broad vision and goals of college are kept in mind. We have various well-structured processes that enable communication and dialogue among the various stakeholder groups and the university within the larger societal contexts.

Committees for Effective Implementation

The college level committees prepare broad guidelines and frameworks to suit requirements of different courses at the departmental level. The Staff Council in conjunction with the academic, timetable and workload committees of the college and individual departments provide directions and regularly monitor the efficacy of the same throughout the session. For the newly introduced Credit Based Choice System (CBCS) course, there are duly appointed mentoring committees both at the college and departmental level. There is a CBCS coordination committee at the college level to decide the GE, SEC, and DSE's to be offered. The decision of this committee is given in the prospectus. The marking schemes are planned and written for continuous evaluation. The systems have been structured to help maintain uniformity, transparency, academic standards and quality during internal assessment of students.

The curricula are reviewed and revised at regular intervals to reflect the advancement of knowledge and processes in the field of Home Science for providing state of the art education to students.

Planning, Teaching and Evaluation

Departmental sub-committees hold meetings at the end of semesters to discuss and plan in advance the execution of courses in the subsequent semester. Teaching focus, class assignments, internal assessments, use of reference materials and AV teaching aids for teachers are discussed.

The college has a practice of inviting external experts for various projects, practical and theory evaluations with the view to ensure quality of education, and objectivity in the teaching-learning processes.

Supportive College Infrastructure

The college infrastructure and facilities are continuously being upgraded to suit the needs of changing curriculum and pedagogy. The college has well-equipped laboratories and classrooms with projection facilities for both faculty and students. The renovated well-stocked college library is fully computerized that offers various web based facilities and access to National and International online databases. The Computer Resource Centre (CRC) (since 1991) provides computers with Internet connectivity on college campus as a part of Delhi University Network.

Monitoring and Mentoring Processes

To ensure learning outcomes of each subject, continuous evaluation and internal assessment is carried out through presentations, assignments/projects, class tests and group discussions. Under CBCS, each practical class is assessed to monitor the learning process of students. Moreover, tutorials are an essential part of the theory courses of CBCS, where teachers meet the students weekly for providing additional guidance.

Besides, college has a Mentoring Programme which enables the students to provide also feedback to teachers on curricular issues, college infrastructure and administrative matters. The committee also counsels about the various options related to offered subjects and careers.

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

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 6

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	1	0	1

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 69.73

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
56	53	29	30	68

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 53.85	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 7	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 100	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 13	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

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

Response: 1.41

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

2016-17	2015-16	2014-15	2013-14	2012-13
35	35	10	00	20

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

1.3 Curriculum Enrichment

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

Response:

Lady Irwin has a strong lineage of mainstreaming socio-cultural issues in its curriculum and teaching pedagogy. The college has always focussed on issues of marginalized community groups and the inequalities and inequities existing in society. The transaction of various courses has a strong focus on Gender differentials in the socialization of children; and differentials in participation in the work force; marginalization faced by women in governance and policy-making, feminization of poverty as well as inequities of hunger, food security, environmental degradation and climate change. Planning and review of flagship development programmes of the government are an integral part of our core courses at the UG and PG level. The students are made aware of the concept of sustainability and to critique programmes and policies from the lens of sustainability.

At the undergraduate level, these areas are covered in Core Courses such as Resource Management, Discipline Specific Electives such as Child Rights and Gender Justice; Gender, Media & Society. Skill Enhancement Courses such as Resources and Sustainable Development; Sociology of Working with Families and Communities; Resource Management and Sustainable Development. General Electives such as Gender and Social Justice; Gender, Media and Society; Child Rights and Gender Empowerment. These themes are a concomitant part of the Master's curriculum as well with Department of Human Development & Childhood Studies offering the course in Women and Society; Laws, Policies and Programmes for Children and Women. Courses of Development Communication and Extension on Gender and Development; Advocacy and Behaviour Change Communication: Environment; Socio-Economic Environment and Sustainable Development. Department of Resource Management and Design Application offers courses in Sustainable Habitat and Socio-Cultural Environment and Technologies for

Sustainable Development. The Department of Fabric and Apparel Sciences also offers courses in Textile Conservation and Documentation.

Special emphasis is laid on inculcating ethical practices among the students. The college has duly constituted Institutional Ethics Committee. The committee not only examines research proposals but also builds capacities of staff and students about its various dimensions.

The cross-cutting issues are also an intrinsic part of the students' co-curricular activities. Students are encouraged to develop healthy competition to inculcate practices of fair play and equity. These issues find a collective space in numerous co-curricular and cultural activities such as drama, theatre, declamations, street plays, art etc.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 58

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 58

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 18.57

1.3.3.1 Number of students undertaking field projects or internships

Response: 245

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>Response: B.Any 3 of the above</p>	
File Description	Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>Response: B. Feedback collected, analysed and action has been taken</p>	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 14.27

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
215	187	204	207	199

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 93.58

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
554	575	604	604	489

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
604	604	604	604	604

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 64.33

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

2016-17	2015-16	2014-15	2013-14	2012-13
222	209	231	178	137

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counselled at the time of admission and an Orientation program is organized in which students are familiarized with the course, mode of internal assessment as well as facilities available in college. Students with good co-curricular skills are identified through 'Talent contests' organized by different cultural societies of the college and are nurtured to further their talents.

Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with English as a medium of instruction. With the increase in number of students from Hindi medium schools, the medium of instruction is now bilingual. Remedial classes for English are also organized for the benefit of students.

Every theory paper has a practical component and the first practical is used for understanding the basic knowledge level of the students. Teachers during class interaction identify student potential and then devise strategies to reduce the gap in knowledge and skills. Teachers are available in college premises as well as on email to clear doubts and counsel on a one to one basis. Students select mentors as per their need.

Equal Opportunity Cell of the college monitors the academic progress of students with special needs. The entire teaching and non-teaching faculty are sensitive to the diversity of the certified disabilities. They are provided an appropriate learning environment with the support of peer learning and modification of teaching methods based on the needs of the students. Their academic needs are assessed, and each Department makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning. Practicals are modified as per the physical need of the student. Separate examination room is provided, and additional time is given to differently abled students for the exam.

Scribes are provided if required.

Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus as well as to take up internships and additional online courses during semester breaks. They are also motivated to join innovation projects of the faculty to develop their research acumen. Participation in national and international seminars and conferences, presentation and publication of research data is also encouraged. A well-stocked library and computer resource center provide all students access to books, journals and e-resources. Several scholarships and awards are in place to reward the advanced learners for their excellence.

In the CBCS system, students are required to make course choices based on their core competence and aptitude, and skills they would like to acquire. The teachers from all departments counsel students regarding the scope of different courses being offered as well as provide guidance in relation to the students' aptitude and competence. Opportunity is given to students to change their options if they are not able to cope with the courses they select.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 279:22

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.76

2.2.3.1 Number of differently abled students on rolls

Response: 10

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

Learning at the college has always been student centric. The students participate in various academic and co-curricular activities within and outside the college. Visits to other institutes, field and educational trips, seminars and talks by experts are organized during the year. Students are given individual projects and class assignments, focusing on self-study and independent learning. They are also assigned group projects and activities which promote peer learning and team building. Class room discussions, debates, presentations by students, brain storming activities, creating mind maps, role play, facilitate participative learning. Extension activities, internships and trainings ensure experiential learning for students.

Engaging students in problem-solving based learning through continuous engagement with issues and challenges is encouraged in different subjects. As a part of routine teaching- learning process, the Departments organize workshops and training programs for students by inviting subject matter experts, practitioners, activists from organizations of national and international eminence. The guiding principle behind workshops is to ensure that students can link theory with practice, apply their knowledge and develop new skills. Workshops also encourage creativity, innovation and adaptation of ideas to yield multiple need-based solutions to meet the challenges of contemporary society. Students are given projects/dissertations to find creative solutions to the real-world problems and challenges of organizations they work with. Assignments are designed to promote holistic understanding of concepts taught in theory along with their practical applications.

We have developed several support systems for the students and teachers, that expand the learning environment like the library, and computer resource center. Students regularly participate in community work with NGOs, government organizations, schools, and clinics, the college has fostered links with. ICT and multi-media-based learning are extensively used in class room processes. The students are encouraged to volunteer for short assignments which help them acquire skill sets and builds their resume. Department of Human Development and Childhood Studies has the RAK Child Study Centre attached to it which offers invaluable experiential learning. Students of the Department of Food and Nutrition intern with hospitals, NGOs working in the field of public health nutrition or with food companies and food testing laboratories which provides hands-on experience to them. School Experience Program (SEP) is a significant component of B.Ed. course and gives a practical experience to the learners in the real school situation, which helps in contextualizing their theoretical understanding of the course. The Fabric and Apparel Science Department interacts closely with craftsmen and industry offering ample participative learning opportunities to students. The Department of Resource Management and Design Application partners with the industry and various organizations which serve as a training platform for management of human, material and natural resources. The Department of Development Communication and Extension provides students with the learning experiences and professional skills for working in the Development sector for research, policy, advocacy and programs.

Such opportunities by the different departments foster better learning among students as they are based on firsthand experience. Details of such activities have been uploaded as a separate file.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 104

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 12.68

2.3.3.1 Number of mentors

Response: 104

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Students are encouraged to think critically and be innovative and creative in tackling their assignments, projects and other tasks assigned to them. Teaching pedagogies have been modified over time to facilitate innovation. The curriculum is planned in a way to complement a strong theoretical background with practical understanding. Innovations are conceived in such a way that they are sustainable. Students are encouraged to think of 'out of the box' solutions to issues like parenting, child care, resource utilization in communities and behavior change. Students are also motivated to participate as researchers in Delhi University Innovation projects which inculcate a scientific temper.

The Resource Management and Design Application Department students are taught how to make new products using sustainable and eco- friendly materials. Some of their research work in sustainability audit and solar products have received awards for innovation. Students are empowered to provide end-to-end solutions for different daily situations for project design, implementation and marketing. They are not only competent to optimize use of various resources but are also capable to evolve innovative ways of using them.

New food product development is an annual activity of the students of Department of Food and Nutrition, as well as B.Tech. Food Technology students which involve idea generation, product design and market

research. Innovations by the students have included use of edible fiber from food waste, by- products such as whey to develop food products and beverages as well as edible films for packaging.

Students of the Department of Human Development and Childhood Studies organize many creative activities with children, women, youth, persons with disabilities and other stakeholders in the community. They participate in using theatre to organize parent workshops, creating and using visual media in Early Childhood Care and Education classrooms and developing innovative teaching, learning and evaluation materials for childhood disability and education programs.

Textile design curriculum demands use of design process in creating something new and valuable. Product development is done reusing old and discarded materials which very well describes the process of upcycling. Craft for the Department of Fabric and Apparel Science is an important aspect for the creative economy. Innovative ideas are provided to the artisans to create economically viable products for present-day consumer.

The Department of Development Communication and Extension works on creative and innovative methods of communicating with the community. The teaching-learning process is very enriching when students learn from the community and get a better understanding of how they would need to innovate to ensure positive behaviour changes. Workshops and sessions are regularly organized with community media groups and media professionals designing and using media in creative and innovative ways.

The pedagogy courses offered in the Department of Education involve the development of creative and innovative lesson plans and Teaching Learning Material (TLM) by the student-teachers under the guidance of faculty. The students develop new ideas to design a wide variety of TLM for their classes, such as, preparation of kits, short videos/documentaries, games, worksheets, working charts, posters, and other multimedia aids.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 65

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 81.47

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
53	57	55	52	58

File Description

Document

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 11.24

File Description

Document

List of Teachers including their PAN, designation,dept and experience details

[View Document](#)

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 9.94

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	12	9	1	7

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 17.5

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
19	21	17	17	17

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The college follows the modalities of conducting the Continuous Internal Evaluation as prescribed by the University of Delhi. In the last five years there have been several changes in the mode of evaluation based on the type of program. During the Four Year Undergraduate Program (FYUP) (2013-2017) emphasis was on group projects and presentations which aimed at fostering peer learning and mentoring, as well as building public speaking skills of students. Presently under the Choice Based Credit System (CBCS) (2015- onwards), internal assessment for theory papers is for 25% of the marks (25 marks in a 100-mark paper) which is split into 5 marks for attendance and 20 marks for two assignments of 10 marks each. For practical papers' the CIE is 50% of the marks (so for a practical paper of 50 marks the internal assessment is 25 marks).

Evaluation in a continuous mode has helped improve student regularity and participation in practicals as there are marks for each class attended and assignment completed. Each department has worked out the details of how the CIE will be carried out for each paper taking care that learning objectives of each paper are achieved through the different assignments. As a sample, the evaluation details of the Department of Food and Nutrition is being uploaded as an additional file. For theory papers it has been kept in mind that the assignments should not only test the knowledge base of the students but also foster creativity and out-of-the-box thinking. CIE is a method of assessing whether learning outcomes for all courses are being achieved. It provides an opportunity to relook at and modify teaching strategies if the students are not performing well. Students who miss the assignments due to ill health or participation in extra-curricular activities of the college are given an opportunity to give the assignment on an alternate date. There is a set schedule for conducting the assignments which the students know in advance. This helps them to prepare in advance.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The Institution ensures that all students are aware of the evaluation process through the college prospectus which is updated annually. The Orientation program held at the beginning of every academic year apprises students and their parents of the evaluation process and the schedule. In each of the departments, for each subject (theory and practical) being taught at undergraduate and post graduate level a senior faculty member is nominated as convenor who then co-ordinates curriculum transaction with other faculty members teaching the subject during the semester. Before the session begins, teaching plans are prepared and discussed along with the mode of Continuous Internal Evaluation. Further, the Academic Committee of the college has recommended a basic structure for the continuous internal assessment of theory and practicals with guidelines for dealing with absenteeism. The faculty members however have a certain amount of flexibility in deciding on the kind of assignment so that creativity is not compromised. Guidelines for teachers and students for internal assessments are prepared as per the University guidelines and are made available to all faculty. A Peer Committee was formulated when the CBCS system started in 2015, to monitor the continuous evaluation in practicals to ensure uniformity across courses and departments (Staff Council minutes uploaded).

Dates for the tests/submission of assignments are notified on the college notice boards and announced by faculty in the respective classes at least a week in advance. After checking, answer sheets/assignments are shared with students and marking pattern is discussed. Students are asked to sign in the internal assessment mark lists/ registers of teachers once they are satisfied with the marks obtained (sample from a teacher's register uploaded). The internal assessment lists are displayed on the notice board at the end of the semester. Students scrutinize and sign the sheets which are then forwarded to the University (sample sheet uploaded). Transparency and security of evaluation system is ensured. The institution has an effective mechanism for redressal of grievances pertaining to internal assessment. A staff council constituted moderation committee moderates range of assignment marks to equalize/ moderate low marks if marking has been strict. The maximum and minimum marks in internal assessments are further reviewed, discussed and debated regularly.

Students are also assessed by the teachers based on their participation in the class. Department of Education has a strong component of Formative assessment. Students' development in their subject areas and other co-scholastic activities is monitored through continuous and comprehensive assessment and feedback mechanism. Assessment includes presentations, tests, assignments and projects by students who are mentored by teachers at regular interval with feedback. Multiple drafts of their lesson plans are checked by teachers. The assessment in school experience work is done on a day to day basis. Regular supervisors and rotation supervisors all are involved in the process. The action research project is assessed by the school supervisor. The community work and tutorial work are assessed by the tutor. Transparency is maintained by teachers as they collaborate in a committee to assess every student.

File Description	Document
Any additional information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

Students need to apply to the University for correction in marks and reevaluation. The process is governed by Delhi University Ordinances. The administrative office of the college guides the students about the process. The process is also explained on the Delhi University website (URL provided). For errors like the marksheets indicating that the student was absent, the college promptly sends the duly certified attendance sheet to assist in locating marks in exam branch and correcting discrepancies.

Internal Assessment committee addresses all grievances related to internal assessment marks. The committee is set-up at the college level to sort issues related to attendance and internal assessments and all queries are responded to by the Internal assessment committee convenor. The committee promptly deals with mistakes/errors related to attendance, internal assessment of the students.

File Description	Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The college follows the Academic Calendar of the University of Delhi. The Internal Assessment Committee decides on dates during which the internal assessment assignments are to be given to students and dates by which the marks need to be submitted to the office. These dates are adhered to during each semester. In the odd semester the dates for the first assignment/test for theory papers lies towards last week August while for the second one in the last week September/ beginning October. In the even semester the dates are usually in beginning February and end March. For the practical papers the CIE is conducted in almost all practical classes dependent on the nature of assignment. Dates for conducting/submission of assignment and submission of marks are all displayed on notice boards by the Internal Assessment Committee. A sample of circular announcing dates for conduction of assignments and submission of marks has been uploaded. The decision regarding dates for conduct of assignments depends on completion of first year admissions, mid semester breaks, gazetted holidays as well as other planned activities of the college such as the Student Festival, Founders' day, Sports day, etc.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The College website, prospectus as well as the Annual Report states the mission and objectives of all the departments of the college. These documents also highlight the achievements of the students and lists the kind of jobs that students get after completion of the different programs. In the Orientation program for the first year undergraduate and postgraduate students, the broad program objective of Home Science is explained. Program-specific outcomes of all the departments are highlighted through career options open to students after completion of the programs and the achievements of the alumnae. Alumnae of various departments are invited to interact with both the students and teachers during the Orientation program and at other events and meetings. They share how the different courses shaped their careers and thus help students appreciate the program. This is also an opportunity for the faculty to take feedback on the courses that need to be improved and the components which will make them more relevant.

For each course offered by the college, a unique set of learning outcomes have been defined. These are linked to the broad program outcomes. Following effective pedagogic strategies, the faculty articulates the learning objectives and expected outcomes for each course at the beginning of the session as well as before each unit in the syllabus. This helps the students appreciate the topic being covered in class as they see the relevance. The syllabus depicting the learning objectives is readily available for students and teachers on college /DU website and college library.

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

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Every year examination results display exemplary performance of Lady Irwin College students who largely occupy the top merit positions in the University of Delhi. (List of Awardees for the year 2015-16 attached here.)To track program outcomes, the departments maintain an alumna data-base, regularly updating information on their current employment and other endeavours. The biggest benchmark is our

distinguished alumnae. Our alumnae body (LICAA) every year confers a Distinguished Alumna Award. These awardees are doing outstanding work both nationally and internationally. A list of awardees for the last few years has been uploaded. Alumnae are regularly invited to give talks and conduct workshops in the various departments. They are also examiners for our B.Sc. and M.Sc. courses and give feedback regarding skill sets of recent graduates and postgraduates in their employment. The departments track how many of the students who successfully complete the course seek employment or go in for higher studies.

Continuous assessment provides feedback on the efficacy of the teaching-learning process and learning outcomes of each course. This is in the form of assignments which are a part of the CIE as well as additional quizzes, tests and assignments which are periodically given to students.

As part of the course outcomes of the various papers taught to students during the Masters' program, there is substantial scope of evaluation of opportunities for skill building, enhancement of conceptual understanding, training in research methodology, and experiential and fieldwork learning. All students undertake summer- internship in organizations involved in development related activities, social service, schools, industries and hospitals. They are evaluated on this by the organization where they went for internship as well as a committee of teachers for their application of learning from across courses. Successful completion of courses like seminars and dissertation is also evaluated in a committee. Every student prepares a research design, carries out fieldwork and writes a dissertation or thesis that is evaluated by external examiners.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 97.42

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 718

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 737

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.02

File Description	Document
Database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 140.8

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	25.9	17.6	48.6	48.7

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 73.08

3.1.2.1 Number of teachers recognised as research guides

Response: 76

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.07

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 24

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 including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The undergraduate and post-graduate students are encouraged to provide innovative strategies of development. They provide products, strategies and programme design and evaluate these to respond to the emerging needs of a developing nation. Students are encouraged to innovate and launch their products. We are therefore, active partners for PMYUVA programme.

The research work in the college is promoted with a special focus on better understanding and wellbeing of the individuals and the community. The hallmark of research at Lady Irwin College have been that the recommendations made after rigorous research have been accepted and have got into national policy and programs, some of such research areas which have been able to contribute to the policy are presented here-

- Inclusive education in schools and colleges and disability studies
 - Preschool education and Early Childhood Development
 - Early intervention in disability
 - Adoption of Children into families
-
- Mid- Day Meal Programme planning and monitoring
 - Food safety and security
 - Food processing technologies
 - Therapeutic Diet Planning and evaluation
-
- Textile Heritage
 - Science of conservation
 - Eco-friendly dyeing and newer dyeing technologies (patent)
 - New Technologies for Fabric and Apparel Construction and Design
-
- Solar Products (Innovation)
 - Green buildings (accreditation)
 - Sustainable habitat-(indoor air quality guidelines)
 - Consumer behaviour

- Adult and Functional literacy- Newer Approaches
- Prevention of Sex Selective abortions and Girl Child Education
- Health Communication
- Community Radio and other media for development

Individual and combined research innovations at Lady Irwin College are listed below.

Individual Research Innovations	Combined Research Innovations
<p>Dr. Sushma Goel</p> <ul style="list-style-type: none"> • Designing solar engineered products for rural population- DU innovation project LI-201(2015-16). <p>Dr. Bhawana Chanana</p> <ul style="list-style-type: none"> • Cellulosic-Superabsorbent Polymer Based Absorbent Member & Disposable Absorbent Articles Comprising the same’ – Patent filed in October2013, Application no. 2973/DEL/2013 • An Equipment and Process to Manufacture Laps, Patent filed February, 2014, Application no. 473/DEL/2014. <p>Dr. Deepali Rastogi</p> <ul style="list-style-type: none"> • Patent on ‘Salt free dyeing of silk with reactive dyes’, granted in 2009 <p>Patent no:228435.</p> <p>Dr. Sangeeta Gomer</p> <ul style="list-style-type: none"> • Technology development for Processing of green Methi leaves (awarded patent by GOI, 2010) 	<ul style="list-style-type: none"> • College awarded five Innovative Projects by Delhi University(2015) • Best College Award at International Education and Leadership Summit(2015) • First Prize from Delhi University at Antardhvani “Good Teaching Practices”(2014) • “Institutional Award on Multidisciplinary Health awarded by AIIMS(2014) • Nina Sibal Award for extension, research and teaching the area of disability(2014)

The college has also been recognized as a Centre for Advanced Studies and has completed the first phase of CAS of UGC/SAP program (2007-2012). Repeated evaluation reports have lauded and encouraged the excellence achieved in the use of technology for extension, covering a broad community base, using innovative approaches including computer aided counseling and documentation.

CAS has supported the following–

- Research studies for Extension and outreach
- Development of IEC materials
- Community outreach initiatives
- Writing of Technical series to document the research
- Organisation of Task Force meetings

Other initiatives for creation and transfer of knowledge include special lectures by eminent personalities, inter/intra college festivals including competitions, educational field trips, internships, training programs, seminars and encouragement of students to present research work at national and international conferences.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 123

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
20	33	37	18	15

File Description	Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
List of Awardees and Award details	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.19

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 38

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 1.33

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
89	111	129	66	54

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

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

Response: 0.95

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

2016-17	2015-16	2014-15	2013-14	2012-13
76	84	47	51	66

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

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Extension is an integral part of Home Science education, therefore, the college offers extension papers in all five areas of specialization. The college has earned a reputation for being an established institution of higher education with high regard for social responsibility.

The college alumnae and faculty remain committed to engaged citizenship. Many have contributed and continue to work for social change in the field of education, empowerment of women and for inclusive society. Department of Development Communication & Extension spearheads higher education in extension through community empowerment and involvement, focusing on issues such as adult education, gender, public health, environment and other development programmes.

The college faculty and students are involved in multifarious activities for promoting the idea of institute neighborhood community network. The extension activities are integral to UG and PG teaching at the college. Engagement of students in these activities is the first window to observe life closely at the grassroots. They become sensitive to the challenges of a developing society like ours and observe the inequities and the challenges they pose towards development potential of people.

Major Extension Activities at Lady Irwin College:

- Each One Enable One
- Eco Club
- NSS
- NCC
- Adult Literacy Programme and development of new literacy materials

- Child Welfare
- Public Nutrition
- Solar Innovation
- Community Work
- Yuva Shakti Mela
- Work on disability and elderly

The Department of Development Communication and Extension is actively involved in making extension activities at the core of Lady Irwin College ethos through the following:

Adopted communities—Weekly intervention by the students takes place in the villages and resettlement habitations namely Jaunapur, Mandi, shanti camp and Pahari near Gurgaon. The programme has been running successfully over several years. As part of the camp students put up information kiosk in the villages where they disseminate information on the emerging issues of that particular community. Based on need assessment interventions by the students with youth groups, Mahila Mandals/ women Self Help Groups (SHGs), women’s cooperatives, adolescent youth centre, Balwadi centres and local health functionaries.

Training of field functionaries – As part of the training practical, post graduate students conduct annual trainings using a participatory approach for field functionaries on a development issue.

Each one Enable one programme – This is the oldest and the most popular form of extension activity, which has been carried out by the department since 35 years. Every year nearly 200 students volunteer to spend upto 60 hours in teaching and capacity building of the school drop-outs, adolescent girl and women from the underprivileged communities.

YSM - Yuva Shakti Mela- Undergraduate students organize a contact programme and the annual “Yuva Shakti Mela” in college campus for adult learners participating in the “Each One Enable One” programme of the department. Students put up information kiosk based on a development issue with the prime objective to create awareness among their learners and sensitize them to take adequate actions to improve their quality of life.

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

Response: 8

3.4.2.1 Total number of awards and recognition received for extension activities from Government

/recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	3	3	2	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 41

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
17	9	8	3	4

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 77.25

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1332	1314	1110	1070	700

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 504

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
109	119	105	94	77

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 18

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 (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	4	4	3

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Lady Irwin College is spread over 16.5 acres with red brick buildings amidst sprawling lawns and trees in Lutyens Delhi. Built in 1932 by Sir Walter George a large part of the college is housed in heritage structures. It is well connected with Metro Station (Mandi House) and is a cultural hub being next to Pragati Maidan, Sri Ram Center, Kamani Auditorium, FICCI, India Gate, Connaught Place and the Walled City of Delhi.

Learning Spaces

The college has well equipped laboratories and classrooms and library with more 57,000 books and bound periodicals. The administrative block has sufficient number and spacious rooms.

Classrooms (total 40) of different capacities meet requirements of UG, PG and Ph.D. students. Big classrooms are available for 80-100 UG students. For optional courses and DSE (Hons.), class size is about 20 students. Each classroom is equipped with appropriate, comfortable furniture; good ventilation and adequate light. Most classrooms are equipped with LCD projectors and Wi-Fi. Most departments have a seminar room.

The academic programme of the college is enriched by laboratory experience. To engage students to a variety of practical orientation, self-instructional, learner friendly modes, there are **41 well-equipped hi-tech laboratories**. **The Computer Resource Centre** acts as a nodal centre to support all digital needs of the college. Hands-on experiential learning is provided through the **horticultural experimental farm** for research and innovation in farming.

Rajkumari Amrit Kaur (RAK), a child study centre is a laboratory to conduct in-depth research on early childhood care and development by the Department of Human Development and Childhood Studies. RAK provides facilities such as observation labs, crèche, after school care, play school, early intervention (speech therapy, occupational therapy), etc.

The library is housed in a separate building equipped with latest ICT requirements. It is fully automated. It has a large reading room (used for seminars for 100 persons), INTERNET work stations with 40 computers, one INTRANET server, Fibre Optic connectivity, etc.

Faculty rooms (34 in total) are shared by 2-4 faculty members. These spaces enable effective student-teacher interaction on personalized basis. Most faculty rooms are Wi-Fi enabled and provided with appropriate furniture and storage facilities.

Student and Faculty Support Facilities include the **students' meeting spaces** i.e., *Ashiana*, hostel common room, college lawns and **amphi-theatre**, where students meet for students' union meetings, GBM, etc. **College bookshop** provides stationery items along with textbooks and other recommended

books of the curriculum.

Concerted efforts are being taken towards making LIC a **green campus** for which green building audit has been done which has indicated that the buildings on campus utilize plenty of daylight and natural ventilation for comfort and efficiency of users. There are large numbers of trees and lawns which add to improved quality of air and minimize air pollution on the campus. College has key plants that significantly help in improving quality of air such as Areca Palm, Money plant, Aloe Vera, Dracaena, Rubber plant, bao bao tree, etc.

File Description	Document
Any additional information	View Document

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

Response:

Being a heritage building college abides by the norms specified by archeological department. College upgrades its buildings regularly. It has an auditorium - Seth Ramlal Hall with a seating capacity of 200-250 persons and has a green room with attached toilet. There is also an amphitheatre (inaugurated in August 2015) for outdoor activities as part of the educational programmes. It has a seating capacity of about 200 persons.

There are total of 9 lawns on the college campus. Front lawn is one of the biggest lawns and is used for holding events like annual day, students' festival, LICAA events, etc. It can accommodate about 2000 persons.

College has a sports ground which is spacious enough to hold hand-ball, volley ball, athletics events (Shot put, discus throw, javelin throw), yoga classes and NCC activities and parade. There is a sports room with adequate furniture for storage of sports equipment. The college also has a badminton court, basketball court and a tennis court in addition to indoor sports facilities like chess, carrom, etc.

The college has teams for different sports. Students participate in various inter-college, Delhi state, national and inter-university competitions for tennis, volleyball, basketball, badminton, handball etc. They also participate in sport festivals of AIIMS, IITs, DU colleges, etc. The college has a well-equipped gymnasium with equipment such as twister, tread mill, front pulley, abdominal board and bench press.

Facilities for sports and games

Details of infrastructure for sports	Area	Description of activity
• Sports ground	50 x 20 meters	Activities: Volley Ball, Throw Ball, Net Ball, Classes, Base Ball, Athletics, NCC Parade, Ball
• Sports room • Gym	6.10 x 4.25 meters	Twister, Tread mill, Front Pulley, Abdominal Press
• Badminton court	13.4 x 6.1 meters	
• Basket ball court	28.7 x 15.2 meters	
• Volleyball	18 x 9 meters	
• Tennis court	23.77 x 8.23 meters	
• Other indoor sports facilities		Such as chess, carom, sports classes.

The students though busy with a well engaging and diverse curriculum, have a life of art, culture and activism during the semesters. The range of co-curricular learning is rooted in belonging to eleven different student societies (debating, dramatics, dance, music, street play, fashion, literary, fine arts, SPICMACAY, eco-club, NSS and sports). For overall coordination of Students Association activities, a faculty member is assigned the role of the staff advisor. Further, each society has a faculty member as staff advisor and student representatives who plan and execute the events of their society. Students actively participate in intra and inter college events throughout the year and bring several laurels to the college.

File Description**Document**

Any additional information

[View Document](#)**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc****Response:** 73.47**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 36

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 100

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
347.58857	225.44547	212.98473	217.13197	156.91866

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Lady Irwin College (LIC) Library is housed in the college premises in a separate, one and a half storey building which was constructed in 1958 and was renovated again in 2009/10 with latest ICT while retaining the ambience of its heritage structure and making it energy efficient. Library is equipped with 120 seating capacity. Library is **fully automated** with all its subsystems having air conditioned Reading cum Conference Hall and has Fiber Optic connectivity and Wi-Fi. It has a separate Research and Computer Lab with provision of 30 workstations to access or e-resources and e-databases.

Library at present is using **‘Web Centric Libsys-version 7’ Integrated Library Management Software on LINUX-REDHAT Enterprise platform** with 14 clients attached to it. This is one of the latest web-centric Library Management Software, incorporating latest technologies that enables library to serve its users more efficiently using:

- Browser-based access;
- Facility of fetching of bibliographical data from ‘Google’ and ‘Amazon’, Ebay, etc.

- Improved user-friendly OPAC interface;
- Easing out Import/export of data;
- Quick report generation in different formats etc.

Library automation was started with the purchase of Desktop Server and LIBSYS software: version 3.2 **as early as in 1998/1999** and it started creating database of its holdings. With the gradual upgradation of 'LIBSYS' and automating other subsystems, **Barcoding of documents was done** and **barcoded library membership cards** were also introduced in 2005. With this the college Library became **one of the first few college libraries of Delhi University which were using barcode technology for circulation.**

Periodically list of books and reminders are generated in an automated way. Acquisition of serial, maintaining issue records, sending reminders of missing issues, generating binding lists, etc. are also being done in an automated manner.

At present library is providing access to more than 90 DULS/UGC subscribed databases through Wi-Fi and Fiber Optic connectivity along with DELNET and Open Access databases. **User Education programmes** are also organized from time to time for students and faculty (generally in August –September every year) to make best from these provisions.

Library is looking forward to:

- Web centric accessfor users
- Adding more e-resources and databases
- Installing 3-D security system

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Lady Irwin College library was instituted with the inception of college in 1932. It started with few gifted books and today it has more than 57,000 documents (books and bound journals) in its collection. It **has rare collection of books, reports and other knowledge resources.** It is a State-of-the-art library and information services, dedicated to Home Science, Education and Special Education for academic enrichment of students and faculty. Library has a specialized collection in the area of Home Science and its allied areas. It is extensively used by people from all over the country. Retired faculty, researchers, academicians and industrialists regularly consult the material of their interest.

Facilitating access to hundreds of databases, the library is considered one of the best library in South Asia for Home Science collection. During the year 2016-17, 147 outsiders consulted college library for their

academic needs.

Library is known for its **collection of rare and old edition books** in the area of Foods and Nutrition, Resource Management, Community Extension, Social Science, Sociology, Education, Textile and Apparel Design, Child and Human Development. Its collection encompasses variety of subjects viz; Nutritional Requirement and Nutritive Value of food, Food Science, Food Technology, Applied Nutrition, Cooking and Recipe books, Education, Educational Psychology, Exceptional Education, Educational Technology and Methods, Textile Chemistry, Fibre and Fabrics, Chemical Technology, Dyeing Technology, Historical Design and Pattern Making, Weaving, Traditional Dyeing Technique and Printing, Human Growth and Development, Early Child Care and Socialization, Women and Social issues, Gender Equality, Women and Child Rights etc. The list is long. Details of some have been provided in Annexure: 4.2.2 A.

Reports and Recommendations of many important Societies and Institutes viz: WHO, FAO, UNICEF, UNDP, Government and Ministries recommendations are also part of Library collection (Annexure: 4.2.2 B).

In addition library has **old set of Home Science Journals that are not available in other libraries of Delhi**. Viz:

- American Journal of Clinical Nutrition
- Nutrition Abstracts and Reviews
- Food Science
- Food Technology
- Child Development
- Child Development Abstracts and Bibliography
- American Fashion and Fabrics
- Consumer Report
- Consumer Research and many more.

List of journals presently subscribed is attached as Annexure: 4.2.2 C.

Library also has an **exclusive collection of photographs** of the dignitaries viz.a.vis., Pt. Jawahar Lal Nehru, Dr. Zakir Hussain, Smt. Indira Gandhi, Queen Elizabeth, Dr. Rajender Prasad, Dr. Manmohan Singh, who visited Lady Irwin College on various occasions. Library is in the process of creating an album of rare photographs of the college (Annexure 4.2.2 D).

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 14.08

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
14.42624	15.77721	14.21487	14.29743	11.68501

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.98

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 142

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

In the year 1991, Creative Computer Center (C3) was set up. Courses were started by out sourcing them to the experts in the specialization areas of Textile and Clothing and Interior Design. As an outcome to these courses in the area of Textiles and Clothing compact discs were developed under a project supported by department of special assistance, U.G.C. in the year 1998. For interior design distance education course on space planning and interior designing was developed comprising of three modules of 50 hours each (Module 1: Design Appreciation, Module 2: Space Planning And Designing and Module 3: Furniture And Furnishings). Four students registered and completed the course successfully by distant education mode. For interior design a course on Auto CAD basics was initiated for 30 hours in the year 1996-1997.

There were ICAR workshops organized, CAS faculty enrichment programmes (FEP) on research techniques, data analysis, online information sourcing, evaluation methodologies. Besides this there were classes on basics of computer - Microsoft office (MS Word, MS Excel and Microsoft power point, MS Access), adobe Photoshop, Corel draw and Flash. Faculty was outsourced from IITD, ICAR, DSA, CAS (FEP) and computer professionals to transact these courses.

In 1996-1997 first LCD projector was purchased from DSA grant. The IT system was overhauled and in the year 2004, radio frequency link was set up and Wi-Fi cables were laid to enable internet connectivity on campus. In the year 2010 fibre connecting line was installed under the NKN (National Knowledge Network) with the speed of upto 100 Mbps, which is extended to Wi-Fi network and makes the college campus and hostel Wi-Fi enabled, an initiative of University of Delhi.

Computer Design Resource Center was renovated in the year 2004 and renamed as Computer Resource Center (CRC). In 2014 college buildings were made Wi-Fi enabled. CRCs have dedicated Server Rooms in their respective locations from which Active Directory, ERP Solution, Accounting Package host are accessed.

College has a duly formed committee for CRC, which looks after maintenance and computer (and its peripherals) usage policies. This committee monitors policies concerning issue of LCD projector, laptops to students and faculty, and also printing facilities availed by the students and staff (faculty and non-teaching).

There is a website coordinator who ensures that college website is updated time to time. Moreover all important notices concerning academics, examinations, assignments are uploaded on the website duly approved by the coordinator and the college Director.

4.3.2 Student - Computer ratio

Response: 2.39

File Description	Document
Student - Computer ratio	View Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: >=50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
347.58857	225.44547	212.98473	217.13197	156.91866

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

Staff Council committees have been constituted for maintenance of infrastructure facilities & equipment

1. Building and Maintenance Committee
2. Purchase Committee
3. Garden Committee
4. Library Advisory Committee
5. Computer Resource Center Committee

• Building and Maintenance Committee

The Building Committee is constituted by the staff council and approved by the Governing Body of the college. It creates necessary arrangements for adding new academic infrastructure in the college as per the needs of the departments/college. It also carries out the required civil works in the college such as whitewashing, constructing / renovating buildings and other repair works.

• Purchase Committee

The equipment, instruments and items for use in the laboratories are purchased after prior approval and scrutiny to ensure optimal utilization of funds allocated to the respective departments each academic year. Purchase Committee approves its expenditure based on quotes and technical quotations. This committee is now working toward GEM portal.

• Garden Committee

It comprises of one convener and atleast two resident teachers from the campus and one Faculty member from the botany / horticulture background. The College has a team of efficient and experienced gardeners to maintain the lawns and flora of the College. Planting of seasonal trees is carried in the college regularly. Lawn is maintained on regular basis. The trees are pruned after due permission from Government under supervision of a qualified staff.

- **Library Advisory Committee**

College Library Advisory Committee includes all heads of departments, Vice Principal, CRC coordinator and two representatives of staff council. Most concerning purchase, issue and up-gradation of library facilities are decided in this committee.

- **Computer Resource Center Committee**

There is a coordinator for the computer resource center who monitors use and maintenance of three computer labs in college. There is a website coordinator to manage and look into information sharing and uploading on college website.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0.75

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
11	12	10	10	10

File Description

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

Document

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 11.65

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
150	229	206	114	124

File Description

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

Document

[View Document](#)

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations

2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 73.33

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

2016-17	2015-16	2014-15	2013-14	2012-13
1146	1252	342	1296	1180

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 4.45

5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
310	0	0	0	30

File Description	Document
Details of the students benefitted by VET	View Document

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

Response: Yes

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

5.2 Student Progression

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

Response: 14.66

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

2016-17	2015-16	2014-15	2013-14	2012-13
116	76	71	63	52

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 47.49

5.2.2.1 Number of outgoing students progressing to higher education

Response: 341

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 40.85

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

2016-17	2015-16	2014-15	2013-14	2012-13
114	30	28	25	44

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
203	101	94	76	79

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

5.3 Student Participation and Activities

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

Response: 96

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	41	25	22	2

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Lady Irwin College has a very organized and democratically elected Student Association. The student association has elected office bearers comprising a president, vice president, secretary, treasurer etc. and student representatives from first and second year. There are elected positions for looking after extracurricular activities, hospitality issues, and other cultural and academic events throughout the year besides students in other supporting positions. The Student Association is guided by staff advisors and the Director of the college. The Student's Association comprises of a Central Coordinating Executive and twelve societies that enrich the cultural and corporate life of the college providing opportunities to students to expand their horizons. The various societies provide a platform for participation of students in Intra College as well as intercollege events under the Students' Association.

The student staff advisors chosen from the college faculty guide and mentor the association.

Various academic and administrative bodies that have student representatives on them include.

- Students' association
- Anti-Ragging committee
- ICC (Internal Complaints Committee)
- JCC (Joint Consultative committee)
- All co-curricular committees/societies including Film club Pratibimb, EcoClub, Innovation Club
- Department organising committee for PG department functions - Craft Mela, Nutrition week etc
- Hostel Committee
- Canteen Committee

The college has a semi-structured calendar for Student events within the annual cycle. These events are led by the students and conceptualized in consultation with staff advisors. These events broaden the scope of education besides providing students to show-case their talents and learn managerial and organizational competencies. The events can be classed as:

- Initiating the new students through Orientation and spot the Talent features
- National Memorial days: Gandhi Jayanti, Independence day
- Socio-Cultural events: Teacher's Day, Classical art performances, farewell to outgoing students and Faculty
- Competitions and campaigns: Inter college events in different areas comprising of

1. **Intra college competitions** between different class students or to identify talent to represent college

2. **Local Inter College competitions:** Outstanding talent identified through the above events represents the college in group events or solo performances in festivals organized by colleges.

3. **Out-station events:** Students enthusiastically participate in festivals in institutes in other cities such as Pilani, Kanpur or Goa.

The Annual festival titled **Quintessence** is held every year in February / March by the students. The funds for the same are raised by the students and over the years they have created excellence in fashion shows, street play and one act play.

The students association publishes its Annual Magazine - 'Jagriti' with the help of an Editorial Team comprising of student members and faculty advisors. It provides an opportunity to the students to express their flair for writing and creativity through articles, poetry, photographs, paintings, sketches etc. It also highlights the major accolades and prizes won by the students in various national and inter college competitions.

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

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 22.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
27	37	24	16	7

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The Lady Irwin College Alumni Association (LICAA) is an integral continuation of the relationship of the students with their alma mater. LICAA is an active body with many alumnae as its members. It has a very active calendar of activities through which it connects not only with the college activities but also brings under its fold the alumni for various projects and events. Every year LICAA confers upon one of its illustrious alumna, the Distinguished Alumna Award. It also organizes various educational and entertainment programmes. Postgraduate chapters provide professional linkages. All former faculty members and Alumni are invited on all formal functions of the college. An alumni meet is organised every year. An annual event is the welcome party organized by LICAA for induction of the outgoing batch into the association.. The association also participates in the college festival and invites alumnae to showcase their expertise and products by providing them stalls. LICAA has mandated to honour all their retired faculty from time to time by organizing special events . They also provide special recognition to silver and golden jubilee batches and give them souvenirs likemug, shawls, coasters etc. LICAA function is attended by 500 people.

On joining the college a student becomes a member of the Lady Irwin College Family. In order to achieve this, the student pays life membership charges in third year.

The college conducts meetings with its Alumni Association (LICAA) which provides a platform to the former students to provide suggestions with respect to the functioning and infrastructure. Alumni meets are also held by various departments where the former students share their industry experiences with the students which enables them to gear up with the competitive world.All former faculty members and Alumni are invited on all formal functions of the college. An alumni meet is organised every year. They are also invited on Founders Day function.

The college utilises the intellectual inputs of its alumni working in the academic or professional fields to enrich the curriculum and enhance the quality of curriculum implementation by organising Task Force Meets at the department level, inviting them for special lectures, examiners for various practicals, evaluations of projects, invited speakers during the orientation programmes, seminars, chairpersons in panel discussion, mentors for innovation projects for the PG students of the departments. Students are placed as interns in NGO, industry, schools, projects, UN, NIPCCD, NCERT, DIET etc. supported by the alumni. Each department also has a facebook page connecting their alumni. The association can be joined through Facebook page LICAA.

LICAA members have been providing financial support to the college by instituting scholarships, building of infrastructure like specialised labs and instituting lectures and public events. The Kamla Puri Sabharwal Lecture is a hallmark event of the department of food and Nutrition from last 45 years , instituted by an alumni who was also conferred Distinguished Alumni Award by LICAA posthumously. Various other department lectures are also supported by alumni.

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

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

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 29

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	8	5	6	6

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

For fulfillment of the college mission, the leadership strives to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making & policy formulation. A two-way communication channel between the staff and the leadership is an important feature of Lady Irwin College. The Director interacts with staff and students at formal and informal levels, at various occasions. The college leadership maintains regular and active interaction with all stakeholders during the span of an academic session.

The governing body (GB) is the executive authority and exercises general supervision and control of the affairs of the college. Director and two teacher representatives from the college are on GB. Next level of management is staff council which constitutes chairperson (Director), staff council secretary and all the faculty members of the college. Staff Council is an important platform for formal interaction between the Director and the faculty. Staff council committees hold regular meeting with the Director for planning and mandated tasks of their committee.

Then department and its committees form the basic/grass root level bodies -the micro level structure for the smooth implementation of the staff council directives and content specific curriculum transactions. Departments-in-charge meet the Director, who usually participates in departmental meeting and activities when required.

The college has a Staff Association and duly elected non-teaching staff members on Grievance Committee and students' association which represent the issues and welfare of their respective bodies to the authorities. They provide informal feedback. Interaction with students is a continuous process, Joint Consultative Committee is a forum where students & teachers meet to discuss issues and seek feedback about various aspects of the college functioning.

The leadership of the college supports faculty endeavors in getting funding and sponsorship from different government agencies, private organizations and UN organizations for organizing seminars, workshops and community initiatives. Student sub-committees are supported by JCC- Joint Consultative Committee. The management also motivates teachers and students to undertake applied research projects and innovative projects. High-quality teaching-learning through innovative methods is emphasized for high academic achievement that is also linked with successful careers for students. The College uses alumni network and interacts with industries, government and non-government organizations for training students in career planning, internships and placements.

Appropriately adapting and responding to changing academic and societal environment is a key to the functioning of Lady Irwin College at all levels. The staff and administration work zealously to comprehend and articulate rapid changes in the academic structure & functioning of the university. New infrastructure and equipment, renovation of laboratories, training of staff etc. have been facilitated for successful implementation of new systems in the college. Excellence is also promoted by honoring deserving students

with awards and providing scholarships to the needy and meritorious students. The Management, Director and Staff work in complete unison with each other, in tune with the vision and mission of the college.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Lady Irwin College encourages a culture of participative management by involving staff members in a number of administrative roles. The college promotes a culture of participative management as all college operations are managed by committees constituted for academic and non-academic activities. Major committees comprise of teachers, and many include non-teaching staff and students as well. The college has created a decentralised structure for decision making where departmental committees interface their decisions with college committees of the staff council.

Various committees are constituted by the Staff Council for managing various functions of the college. The Staff Council is responsible for college time table, allocation of co-curricular work, purchases, organizing admission, looking after the welfare of students, preparing working guidelines for effective functioning of the college. Staff Council, led by the Director chalks out the execution plans. Before the commencement of each academic session Staff Council Committees are formed under the guidance of the Director, Staff Council Committees have freedom to formulate their plan and decide execution strategies. Activities and decisions of Staff Council Committees are discussed in Staff Council meetings as required. The decision of Staff Council remains final and all the committees have to get their decisions ratified from the council. A report of yearly activities is presented to the Staff council at the end of the session. Department representatives on Staff Council Committees interface at both levels conveying ideas back and forth and hence enabling decentralised, yet participatory management of the college.

There are 43 Staff Council Committees and all faculty members are part of it. To demonstrate decentralisation and participative management, we have attached a case study on working of a Staff Council Committee. Internal assessment of the students is handled by two Staff Council Committees – Attendance Committee and Internal Assessment Committee. Continuous evaluation, student appraisal and uploading students' attendance every month has helped in improving regularity and performance.

We have uploaded:

A case study on the functioning of these committees of Staff Council to demonstrate college practicing decentralisation and participative management.

Notices of attendance and internal assessment.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The quality policy of the college is in alignment with the parent University and the UGC. All the strategic plan and deployment documents are sent by University of Delhi and UGC and many are available on the University of Delhi website. Many of the academic quality policies are framed by the Staff Council and implemented through various committees of the Staff council which are monitored by the Director. The college has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment.

Following are some of the committees of the college that monitor quality.

- **Departmental Committee of TIC:** Student's performance in examinations and their results are discussed in the meetings of individual departments with the Director and in the Staff Council meetings. Measures are implemented to enhance students' performance.
- **Academic Committee** controls and monitors the academic workload and exam results of students. This committee along with time table committee scrutinizes the student-teacher ratio, sanctioned work load and adherence to time table. It also decides and monitors internal assessment and marking scheme of practicals. This committee looks at revision and newer approaches in transacting of syllabi.
- **Time table committee:** The PG departments along with central time table committee decides workload twice a year. After the UG time tables are prepared by central committee, PG department time table committee then prepares post graduate time table. Time tables are uploaded on the website before the session begins every semester.
- **Development Committee and Building Committee** monitors the upkeep and maintenance of the building. The committee facilitates repairs and replacements as and when required in the building as per curricular needs.
- **Student Advisory Committee and Discipline committee** handle student activities and maintain discipline.
- To maintain quality in the work environment and to create open and safe environments for individuals to work in the college, the college has duly constituted an **Anti-ragging and Anti-tobacco Cell and a College Complaints Committee (against sexual harassment).**
- College has an **equal opportunity cell** to address the issues related to students belonging to Schedule Caste/Schedule Tribe, Other Backward Caste and minorities and the Persons with Disabilities (PWDs) on a continual basis.

When CBCS was introduced in the University of Delhi in 2015, the College introduced it by following the policies and instructions as given by the University. All departments held several meeting to introduce CBCS. We have uploaded one example of activity successfully implemented based on the strategic plan for continuous evaluation. The document looks at the strategic plan followed by Department of RMDA to

mark practical in continuous evaluation mode under the CBCS scheme. The document was prepared by the faculty members of the department who were teaching that course. The faculty is continuously working on the marking scheme every year as the formative assignments and workload of teachers change. These 'Keys' are submitted to their respective department in-charges(TIC) for the record.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The college functions under the supervision of the governing body whose powers are defined by the University of Delhi. AIWEFA is our parent body who plays an important role in nominating names for college Governing Body. The names are finally approved by University of Delhi. Principal/Director is the chief executive and administrator of the college who coordinates all the activities of the college. Principal/Director is also the ex-officio chairperson of the Staff Council which functions through various committees to carry out various functions of the college. The decisions related to academics like workload calculation, library purchases, time tables, maintenance of infrastructure, admission etc. are taken by the Staff Council through its committees, subject to provisions and ordinances of the University of Delhi.

Vice Principal, Teacher Incharge of 6 departments, Bursar, Warden, Librarian, Administration Officer, Senior Personal Assistant, Senior Technical Assistant Computer, Facility Provider and Student Staff Advisor report to the Director and carry out all the functions of the college. The college has a well defined organisational structure in the administration staff and laboratory staff. Hierarchy of the staff, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism is defined as per the rules of the University of Delhi and approved staffing pattern of the UGC.

Attached in the upload is the Organogram of the college.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Building & Maintenance Committee is a staff council committee approved by the governing body with the teacher as its convener. This committee looks after requirements for new rooms, laboratories and upgrading the college facilities and also development and upkeep of residential campus. The BMC creates necessary arrangements for adding new academic infrastructure in the college. It also carries out required civil work and other repair work. The members of the committee are Vice-Principal, Bursar, two Staff Council representatives, College Admin officer, architect and engineer. The Director is the chairperson of the committee and the member secretary is a college teacher. Department in-charges to be co-opted when required from the 6 departments and the library. Requisition of items to be renovated/repared/constructed by the concerned department is given to the committee and consultant architect and engineer prepares BOQ(Bill of Quantity), estimates based on latest DSR rates and then plan is prepared according to the availability of funds.

Through its several meetings the BMC approved an expenditure of 278.07 lacs for construction of PG block by CPWD (16 April,2012). In the meeting of 3 February,2014 regarding construction of PG Block financial approval of other items like lift, furniture, air-conditions was done. After the completion of PG Block I, initiation of PG Block Phase II was discussed in a meeting on 3rd May,2014 and the committee approved expenditure of 2 crores. Through its efficient functioning, the BMC committee was able to complete the construction of PG Block through CPWD. Attached are the minutes of the BMC reflecting its functioning.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

As per the University of Delhi norms the following facilities are available to all permanent teaching and non- teaching staff.

- Medical Reimbursement, can avail health benefits and direct hospital payment facility and all provisions approved by University of Delhi/UGC.
- Faculty appointments prior to 2004 are eligible for pension benefits on retirement. Faculty after 2004 are covered under New Pension Scheme. GPF, gratuity and leave encashment are availed by retiring faculty as per University norms.
- Leave to teaching and non-teaching staff are given as per the guidelines of the University of Delhi and UGC.
- Festival advance and house building loans facility is also available as per DU guidelines.
- The college has provision for admissions of eligible wards of employees.
- Crèche, day care and nursery school within the college premises is available for all employees. We are the only college in University of Delhi extending this facility for last several decades.
- Staff benefit fund/Avtaar Singh Bedi fund for Group C and D staff under which they can take loan and which is availed hundred percent.
- PF loans are sanctioned as per GOI rules.
- LTC/hometown is availed as per GOI rules.
- Residential Quarters are provided on campus for teaching and non-teaching staff.

Attached in the upload is the document of NPS.

File Description	Document
Any 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

Response: 2.93

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	2	2	2

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

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

Response: 2.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	2	2	3

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 5.98

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	3	5	2	5

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

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff**Response:**

The performance appraisal system of teaching staff is under the guidelines of University of Delhi. All teachers fill a comprehensive Self Assessment Performa at the time of their promotion. The teachers maintain records of teaching, examination, college work, research and project to calculate API scores. For non-teaching staff Annual Performance Assessment Report (APAR) is maintained for every employee. Every year individual employee and their reporting officers fills the APAR. At the time of promotion a chart is prepared which is displayed on the notice board depicting the marks scored by the employee annually on APAR which along with examination and interview are counted for promotion. In 2017, 32 laboratory staff applied for promotion and 17 were promoted.

Attached below is the list of the 32 applicants with their scores and a sample of APAR of a non-teaching staff.

File Description	Document
Any additional information	View Document

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

The college conducts regular internal and external financial audits as per the requirement of University of Delhi and UGC. Auditor R.N. Kapoor and company is the college internal auditor and submit a detailed quarterly report to the Director for planning and monitoring. An Annual statutory report is prepared by an external auditor. The college external auditor is Auditor Rakesh Sharma Associate. They prepare external audit report which is then sent regularly to UGC through University of Delhi. Attached are copies of some of external and internal Audit records of the college.

File Description	Document
Any additional information	View Document

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

Response: 51.1

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.94	2.77	1.79	32.6	12

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

The college follows the strategies for mobilisation of funds and optimal utilisation of resourced as directed by UGC. The college accounts department prepares an annual budget estimate in consultation with six departments, the Director and Governing body. This estimate is then sent to UGC by accounts department of the college. The college then receives budget approval letter from UGC on the basis of which all financial utilisation of funds take place. For major expenses, approval from Governing body is taken after recommendation from Staff Council Committees/Statutory Committees.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance aspects of the college, especially regarding the teaching-learning process has for several years been under the purview of the Academic Committee of the college. With emerging IQAC environments the college proactively in a meeting on 29th September 2016 formulated special Cell in the college as part of the Staff Council Academic Committee (staff council minutes attached) in line with the Internal Quality Assurance guidelines. A Governing Body representation on the IQAC was approved in the Governing Body meeting held on 7th May 2015 (resolution attached).

From 2016 onwards, IQAC was constituted with the following goals-

- Communication of information on the various quality parameters of higher education
- Development of quality benchmarks for the various academic and administrative activities of the institution.

- Documentation of the various activities leading to quality improvement.
- Obtaining, analysing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes
- Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

Various key areas for regular monitoring and documentation by IQAC are-

- Curriculum Development
- Options of skill papers in order to enhance quality bar
- Organisation of lectures by prominent speakers in different areas
- Publication of Technical series
- Organisation of Annual lectures by each department every year
- Participation in Innovation and Research funded Projects
- Consultation with various organizations
- Membership of Board of Studies of eminent National Institutes
- Extension activities for the community development
- Organisation of Remedial classes and Student counseling sessions
- Feedback from stakeholders which was earlier taken by individual teachers and PG departments will now be documented in a centralized committee
- Collaboration with Industry and placement meet
- Initiatives to maintain Heritage structure of the College
- Effective involvement of Alumni

Quality assurance is a dynamic process and we are moving towards documentation of strategies and processes as per new guidelines for IQAC.

File Description	Document
Any additional information	View Document
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

Response:

Post-accreditation IQAC will be reconstituted as per the NAAC guidelines. However, the institution reviews its teaching-learning process, structures and methodologies of operations and learning outcomes at periodic intervals through its various Staff Council committees like the Academic Committee, Internal Assessment Committee, Placement Cell, etc. Students' Internal assessment and attendance is monitored and evaluated at periodic intervals. Placement cell organizes annual placement mela. The academic committee reviews the results and plans activities for the academic growth of the institution at large.

Various quality initiatives for improving the teaching-learning process taken by the Institute have been-

- Organization of seminars, workshops, faculty enrichment programs and training for faculty as well as students (Dedicated faculty enrichment programme on Teaching-Learning Process: Feedback and Documentation in higher education were conducted for five days between Feb - May' 2016.)
- Value-added courses for students initiated
- Use of ICT in teaching and learning encouraged.
- E-resources for various courses are regularly shared with students. These have been detailed in different criteria before this.
- Feedback from students, alumni and parents have formally been taken from 2015 and the data analyzed.
- Availability/ Posting of feedback forms on the college website.

File Description	Document
Any additional information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Regular feedbacks were taken in the past from students and shared with teachers to improve the curriculum transaction. Since the formation of Internal Quality Assurance Committee in 2015-

- Feedback system has been formalized and structured. Students, parents and alumni feedback is collected on curriculum and infrastructure.
- In view of the academic feedbacks from all stakeholders the curriculum was revised for CBCS and contemporary concepts were incorporated. Feedback from institutions where students go for internships has helped to equip students with the skill sets required by prospective employers. Student visibility has increased in the development sector and industries.
- As an outcome of the Students' feedback regarding infrastructure, mapping of college facilities has been initiated and washrooms have been renovated. The provisions for ramps for access to buildings has increased
- Students' request for a dedicated time slot mid-week to pursue add-on courses and extracurricular activities was acknowledged and Tuesday afternoons are given as a slot for pursuing co-curricular and extra-curricular activities.
- Documentation has helped to map lacunae and revisit policies. Although placements were done at a professional level, however, a need was felt to promote placements at the undergraduate level. Most undergraduate students (nearly two-thirds) aspire to go in for higher studies and are absorbed into the postgraduate courses. It is now the endeavour of IQAC to address the requirement of the remaining one-third who don't make it to any postgraduate program.
- Dissemination of salient findings on quality parameters and feedbacks in a General Body meeting.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 63

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
21	20	12	6	4

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Any additional information

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Safety and Security:

The Internal Complaints Committee (ICC) has been constituted in the college under “**The sexual harassment of women at workplace (prevention, prohibition and redressal) act, 2013**” referred to as “**The Act, 2013**”. ICC meets on need basis to address any complaints from students, teaching and non-teaching members and takes necessary action. The College has a zero tolerance policy towards any such transgression. The college is committed to provide a safe and conducive work and academic environment to students and its employees and is extremely alert to matters pertaining to any kind of harassment and gender sensitivity.

Anti-ragging Committee is formed as per the U.G.C. guidelines. The students at the entry level sign an affidavit and submit to the University about non-involvement in ragging activities. Anti-ragging Committee and Squads make sure that there are no instances of ragging anywhere in the girls’ hostel or anywhere in the campus. Anti-ragging posters are prominently displayed at all prominent places within the campus with women help line numbers prominently displayed and DU ordinance is strictly followed.

Hostel orientation also reiterates it. Anti-ragging film (UGC) is shown to all the students. Main gates are guarded and entry points are screened. Safety and security of all the students and staff is ensured.

Counselling:

Lady Irwin College has consistently strived to address contemporary issues like gender, women concerns, safety and security etc. through its academic content. A number of papers in this regard are being offered namely life skills education, socio-economic environment, gender, media & society, gender & social justice etc. It helps young women students receive training for life skills. Their experiences at college are designed to facilitate self-development and nurture them so that they become aware, active and energetic members of the community. Regular counselling is being done under tutorial classrooms for individuals.

The Women Development Cell (WDC) at Lady Irwin College is very active. WDC monitors all activities and training programmes related to safety and security organized in the college centrally. Experts are invited from the industry to conduct workshops and various sessions related to women safety like self-defence, cyber-crime, police training and so on.

Common Room:

There are a number of common areas in college like PhD scholars' rooms in each department, amphitheatre, students' centre etc. which are monitored through CCTV cameras. There are separate toilets for gents, teaching staff and students. There are two separate hostel buildings, one for the Undergraduate students and the other one for Postgraduate and Ph.D scholars. There is a spacious Common room in the hostel. The hostel provides all the students a safe and comfortable environment and is a Zero ragging and a No Smoking Zone. The Hostel is managed by the Hostel Committee, constituted by the Staff Council of the College and executed by the Warden in consultation with the college Director.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 300000

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 5.56

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 5000

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 90000

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Waste is an obvious culprit and pollutant, contributing to landfills and toxins which harm the earth's soil and atmosphere. Keeping this in mind, the waste material in college is segregated into biodegradable and non-biodegradable wastes, and as toxic and non-toxic wastes in the laboratories. Indiscriminate use of chemicals is discouraged during practical classes and college does not have permission to use radioactive substances in its laboratories.

College adopts the policy of Reduce, Recycle and Reuse (3Rs). We produce our own manure by vermicomposting. Also, "Roly Poly" is part of the campus gardens, helping optimum utilization of food waste and garden waste. Briquette equipment is being regularly utilized to convert garden waste into compost. Leaf composting is done in-house which is also put on sale in months of excessive leaf fall in order to clean the pits. Organic farming is done on campus to sensitize students on sustainable agricultural practices which is part of the curriculum. Students and staff are also encouraged to purchase organic vegetables. Department of Education develops teaching-learning materials such as science kits and educational games for children with special needs from waste materials. Department of Resource Management and Design Application develop useful new products from waste materials, including garden waste. College has tied up with "Jaagruti – Waste Paper Recycling Services" for managing its paper waste.

All the used paper of college is sent to them which is recycled into useful products like notepads for use by college staff and students. The college proposes to set up Effluent Treatment Plant and is exploring sponsorship options.

College maintains all its computer peripherals and takes pride that it has been actively involved in recycling all the computers and its components in the last 25 years. This also ensures that computer accessories are being maintained at minimal cost. College has awarded the tender to government approved vendor for managing e-waste as per safety norms. Computer Resource Centre ensures buy back of lithium batteries and ink cartridges, while making new purchases.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Large green area of the college campus allows for percolation of water into the soil thereby facilitating recharging of underground water reserves. College only uses non-potable water provided by PWD for maintaining gardens and farms. Rain water harvesting is being practiced in the new building. Water table level is high and buildings need to be protected against rising. Most places and buildings of the college are protected from excessive water by plinth protection. White Eucalyptus trees are a part of the college campus to ensure that the water table is low and the buildings do not have rising. There are two underground tanks to collect the rainwater and two over the ground 1000L tanks for collecting rainwater from the spouts.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The primary area of the college building (constructed in 1934-37) is a Sir Walter George building with

skylights for natural light and high roofs for cooling. College construction allows for natural ventilation and lighting throughout its campus which helps conserve the energy demands. Long slender and clerestory windows in library, nearly eliminate the need for artificial lighting. Hi speed internet Wi-fi facility is available for paper free practice.

Metro Station and Bus Stop is within walking distance from the campus entrance(s). More than fifty percent of the students and staff use metro to commute to college. Among 1400 students, only about 40 personalized cars are being used, rest use metro or car pool. College campus has been declared as a Non-smoking zone. Waste paper in the college is shredded using paper shredder machine which is used by design students to prepare useful products by reuse and recycling. Five leaf composters are placed strategically in the college premises to enable gardeners to dispose-off the garden waste on-site rather than at garbage dumps. Moreover, ready mulch and compost would be available for use on-site in flower beds and potted plants. Briquette making is another eco-friendly initiative undertaken to help in re-using the plant waste and convert it into briquettes which is an environment friendly fuel that emits white smoke. Green building audit has been done showing that buildings on campus utilize plenty of daylight and natural ventilation for comfort and efficiency of users.

Situated at the hub of the city, being a heritage structure, the college finds immense pride in the fact that it has been able to maintain the pristine state of nature in its campus. The natural landscape predominates the campus with a rich biodiversity of flora and fauna which is taken care of by a dedicated team of workers. A continuous monitoring of the biodiversity is carried out by students and teaching & non-teaching staff. There are large numbers of trees and lawns adding to improved quality of indoor air and lesser air pollution. College has about 450 plants, which are adequate based on the acreage of the college campus. Impetus is given for plants like *Mangifera indica* (Mango), *Syzygium cumini* (Jamun), *Citrus limon* (Lemon), *Delonix regia* (Gulmohar), *Magnolia champaca* (Champa), *Azadirachta indica* (Neem), *Saraca asoca* (Ashoka), *Adansonia digitata* (Baobab) etc. The college has a Gardening committee which comprises of botanists who are engaged in maintaining the eco-friendly environment. Faculty members are involved in a project associated with Forest Department for plantation of trees. There is a functional and active eco club that involves in various awareness programs and other events at regular intervals. Through eco-club and NCC, college has organized activities such as Swachh Bharat Abhiyan, plantation drives etc. Van Mahotsav is celebrated every year to spread the concept of sustainable development and the importance of environment management and conservation. Practice of giving out and planting pots & saplings as souvenirs at various college events is also followed.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.99

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
4.32	8.79	3.98	4.08	1.68

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 54

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
17	13	10	5	9

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 53

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	15	9	8	9

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: No

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 27

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Yes, the College celebrates with great fervor the national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi, Sardar Vallabhbhai Patel, Pandit Jawahar Lal Nehru, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, Lal Bahadur Shastri... Various national festivals like Independence Day, Republic Day and Gandhi Jayanti are also celebrated with great enthusiasm.

Focusing on the unified diversity of the nation, the government had announced the birth anniversary of Sardar Vallabhbhai Patel on October 31 to be celebrated as Rashtriya Ekta Diwas (National Integration Day) every year. On this occasion, Lady Irwin College also celebrates Ekta Diwas in the college. The day starts with the “Walk for Unity”, event by the NCC and NSS volunteers, followed by the college students to pay tribute to the efforts made by Sardar Patel to unite India. The event also witnesses street play performance by NSS society – AKAAR on the topic 'Contribution of Sardar Vallabhbhai Patel'.

Cleanliness drive or Swachhta Abhiyan has been organized by Lady Irwin College on 2nd October (Birth of Mahatma Gandhi), where all the members of the society along with college staff members march in the entire campus, cleaning the roads of the campus. The college congregates to mark the event and a special assembly is held.

On 5th September, we celebrate Dr. Radhakrishnan's birthday as Teacher's Day with great fervour. The students organize a cultural programme for the teachers and the Guru-Shishya parampara is celebrated.

NSS Day was celebrated on 24th September, 2015 in which the various events were organized in the college comprising of the poster making competition followed by the cleanliness drive in the entire college campus along with a street play competition organized by the NSS Society.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Yes, all the rosters are available on college website, financial audited statements are sent to statutory stakeholders. All the current events and their processes, including admission, examinations, ad-hoc teacher selection is posted on the college website notice board as well as the college notice board. All the RTIs are replied to by PIO. The admission process at the graduate and post graduate levels is transparent and well organized by the University of Delhi for the College. Throughout the admission process, publicity is ensured through Website, PR Committee and Help Desk, assisted by student volunteers. The process is absolutely transparent and follows all the norms and procedures laid down by the University of Delhi. For

public dealing, there is a grievance committee helpline number being displayed on the college website. Minimum disclosure information has been duly uploaded on the college website.

Further, the academic committee of the college has recommended having one written assignment and the other as a test for conducting internal assessment. Dates for the submission of internal marks are notified on the notice board and faculty accordingly announces the assignments. Students are asked to sign in the internal assessment list once they are satisfied with marks. Internal assessment marks of the students are displayed on the notice board for fifteen days before their signatures are taken at the end of semester. For the CBCS students, assignment marks and student's signatures are put on regular basis in practical classes to ensure transparency of attendance. Internal marks are displayed on the notice board for students before sending to the university.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Lady Irwin College has always pioneered in displaying the best institutional values and practices. These are:

1. Extension and Outreach Activities - One of the notable best practices of Lady Irwin College has been extension and outreach. College's philosophy of education emphasizes reaching out to the marginalized groups with special focus on research and extension. These are important manifestations of the college's curriculum and faculty's expertise. The institution firmly believes in the application of classroom training and instruction to the outside community for improving their quality of life which has been achieved by conducting numerous extension and outreach activities at both UG and PG level in the form of non-credit as well as credit-based instruction, technical assistance, applied research, distance instruction and technology transfer.
2. Constitution of Task Force - Constitution of task force has been a best practice as it interjects rigor into the curriculum by developing thinking and problem-solving skills. The exemplary nature of the practice has been validated by its success over the past decade. Relationships are built through opportunities for communication and networking. For the past ten years (since 2007), every M.sc specialization of the college does annual review with all stakeholders. Each Department reviews its teaching, research, extension, placement and internships with experts like Vice-Chancellor (or their nominee) of neighboring universities, CEOs of industry, Master NGOs, Government officials supporting grants and initiatives and international academicians. The task force is chaired by international and national experts of eminence.
3. Experiential learning in studying children and childhood through Rajkumari Amrit Kaur Child Study Centre (RAK) - Rajkumari Amrit Kaur Child Study Centre (RAK) is one of the best practices of the

College as it has evolved into a model laboratory and ECCE centre, serving as a rich context (academic and programmatic) for graduate students as well as young children, their parents and educators of Early Childhood Care & Education. It is a research base center where students learn to use methodology and understand early childhood development in a culturally sensitive way. Inclusion is a key feature of the program. Rajkumari Amrit Kaur Child Study Centre is clearly the first unit in Delhi University which has pioneered the cause of ECCE.

4. Knowledge sharing through Technical Series - Lady Irwin College has a unique practice of documenting M.Sc, PhD and faculty research in focused areas. The College has been conducting pioneer work in the area of researches in home science. These Technical series have been conceived to showcase the diversity of research being carried out at Lady Irwin College and have enabled the sharing of research methodologies and trends with interested professionals, policy makers and corporates.

5. Empowering Stakeholders through Public Lectures - Lady Irwin College understands the importance of building momentum for pertinent and contemporary issues. Towards this end, every Department takes pride in empowering the stakeholders through instituted public lectures. Over the years, these events have witnessed various nationally and internationally acclaimed speakers. The practice is also strongly supported by alumnae of the college.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Lady Irwin College strives to inculcate the spirit of service along with professional development and skills for women empowerment through state of the art education, research and extension by nurturing innovation, leadership and national development.

Scientific emphasis on developmental and professional education: Lady Irwin College has been a pioneer in women's education, investing scientific emphasis on home and community life. The college remains committed to building leadership, conscious citizenry and active participation of women for furthering national developmental goals. The education in the college aims towards developing creative and critical thinking, nurturing innovation and excellence. Lady Irwin sees its students building capacity to acquire global skills for entrepreneurship, professional proficiency and improved quality of life. The college has received recognition and awards for its extension, research and teaching in several areas.

Mission of empowering women: Our mission has firmly stood the test of time and the college has worked towards empowering the women force, in particular for national development. The college education aims towards capacity building for entrepreneurship, improved health and quality of life and communication for desirable behavior change. The disciplines are artistic, creative, culturally rooted and contemporary. The

college faculty and students have responsibly engaged with people and communities, fulfilling its role in making knowledge and information accessible to people. These experiences enrich education, research and curriculum development and expand the quality of academic work across specializations. The students receive the benefits of knowledge from advanced research activities even in the undergraduate classes.

Nodal center for Home Science education for schools and colleges of the country for 85 years: Since its inception, Lady Irwin College, has been a flag-bearing institute for Home Science education in the country, both at the school and college level and has always provided leadership to other institutions across the country. The knowledge, innovations, tenets and thrusts provided by the college over the years have percolated to put Home Science as a discipline on the academic map of India.

UGC/SAP: Centre of Advanced Studies - The University Grants Commission has identified the college in the past with Special Assistance under the Departmental Research Support and later upgrading the status of the grant to Department of Special Assistance scheme. In June 2008, the college was recognized by the University Grants Commission as the Centre for Advanced Studies for the period 2007-2012 with a generous grant for research, projects and up gradation of infrastructural support. This was an impetus to our endeavors for excellence in teaching, research and extension at the national and international level. The college adopts newer technologies for good quality education delivery system.

DU: First Prize for Best Teaching Practices - In Antardhvani 2014, the College received First Prize in Best Teaching Practices at Delhi University.

Awards from Civil Society - The College received Nina Sibal Award in August 2014 for its extension, research and teaching in the area of disability and preparing teacher cadre in this area.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

In a fast changing academic environment the college is well poised to take on future challenges of higher education.

The college strives to maintain and sustain standards of teaching-learning, research and innovation which continue to guide curricular and co-curricular thrusts of the college.

Lady Irwin College being a nodal and template institute for the discipline of Home Science in India, it continues to provide leadership to the discipline of Home Science and its allied fields and spearhead changes conforming with higher education standards. Lady Irwin College continues to participate in developmental research policy and advocacy for fulfilling the Sustainable Development Goals.

Lady Irwin College has been recently recognised for-

- National Centre for Excellence for Advanced Research on Diets by Ministry of Health and UNICEF India, 2017.
- Dr. Kalam Computer Training Centre has been setup in the RMDA department sponsored by an NGO for economically weaker students' skill development, 2017.
- College recognised as Project Institute under PM YUVA programme of Ministry of Skill Development & Entrepreneurship, Government of India, 2017.
- Grant received from Ministry of Food Processing Industry for Creation of Infrastructure in Food Technology, 2017.

Concluding Remarks :

The college has continuously upgraded its facilities and infrastructure to respond to the changing pedagogic and research environments. Based in heritage structure built over 1934-1942, the college recently built two major blocks- Centre of Post Graduate Studies (3 storey building, 2014) and Student Centre (2015) from University of Delhi/ Ministry of Human Resource Development grant for infrastructure (OBC grant) and has enabled to practically double the student number.

The college curriculum has changed three times in the last five years (Semester, FYUP and CBCS systems) and has helped contemporize the syllabus.

The college has received several awards and recognition in the past. To name a few in the last five years are the University of Delhi, Antardhwani 2014 -First prize in Best Teaching Practices, Innovation awards, Best Display Certificate, Nina Sibal Award 2014, Asia's Brand Award for teacher education 2016...

The college faculty and students have responsibly engaged with people and community, fulfilling its role in making knowledge and information accessible to people. It lives up to the vision and mission of the institution

and stood the test of time. Truly, it is a tribute to the Founder members who envisioned women empowerment through this college of higher education

Marching ahead for national development!

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>216</td> <td>187</td> <td>204</td> <td>207</td> <td>199</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>215</td> <td>187</td> <td>204</td> <td>207</td> <td>199</td> </tr> </tbody> </table> <p>Remark : The supporting certificates are not relevant as they are form the same states</p>	2016-17	2015-16	2014-15	2013-14	2012-13	216	187	204	207	199	2016-17	2015-16	2014-15	2013-14	2012-13	215	187	204	207	199																				
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2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>555</td> <td>574</td> <td>604</td> <td>604</td> <td>489</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>554</td> <td>575</td> <td>604</td> <td>604</td> <td>489</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>604</td> <td>604</td> <td>604</td> <td>604</td> <td>604</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>604</td> <td>604</td> <td>604</td> <td>604</td> <td>604</td> </tr> </tbody> </table> <p>Remark : Supporting document not relevant. No IQAC report</p>	2016-17	2015-16	2014-15	2013-14	2012-13	555	574	604	604	489	2016-17	2015-16	2014-15	2013-14	2012-13	554	575	604	604	489	2016-17	2015-16	2014-15	2013-14	2012-13	604	604	604	604	604	2016-17	2015-16	2014-15	2013-14	2012-13	604	604	604	604	604
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5.4.3	<p>Number of Alumni Association / Chapters meetings held during the last five years</p> <p>5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 349 1046 483"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>5</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 562 1046 696"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>8</td> <td>5</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Remark : supporting document not clear to validate</p>	2016-17	2015-16	2014-15	2013-14	2012-13	5	7	5	6	6	2016-17	2015-16	2014-15	2013-14	2012-13	4	8	5	6	6
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5	7	5	6	6																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
4	8	5	6	6																	
6.5.3	<p>Average number of quality initiatives by IQAC for promoting quality culture per year</p> <p>6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1014 1046 1149"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1227 1046 1361"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : IQAC link not provided</p>	2016-17	2015-16	2014-15	2013-14	2012-13	0	1	0	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	1	0	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	1	0	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	0	0	0	0																	
7.1.13	<p>Display of core values in the institution and on its website</p> <p>Answer before DVV Verification : Yes</p> <p>Answer After DVV Verification: No</p> <p>Remark : Core values to be provide in collee URL and link to be provided to validate</p>																				

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations