



YEARLY STATUS REPORT - 2020-2021

| Part A | |
|--|----------------------------------|
| Data of the Institution | |
| 1.Name of the Institution | LADY IRWIN COLLEGE |
| • Name of the Head of the institution | DR. ANUPA SIDDHU |
| • Designation | DIRECTOR |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 011-23711222 |
| • Mobile no | 9891106116 |
| • Registered e-mail | ladyirwincrc@yahoo.in |
| • Alternate e-mail | anupa_siddhu@rediffmail.com |
| • Address | Sikandra Road, New Delhi- 110001 |
| • City/Town | New Delhi |
| • State/UT | Delhi |
| • Pin Code | 110001 |
| 2.Institutional status | |
| • Affiliated /Constituent | Constituent |
| • Type of Institution | Women |
| • Location | Urban |
| • Financial Status | UGC 2f and 12(B) |

| | | | | | |
|--|---|------|-----------------------|---------------|-------------|
| • Name of the Affiliating University | University of Delhi | | | | |
| • Name of the IQAC Coordinator | DR. SUSHMA GOEL | | | | |
| • Phone No. | 011-43014292 | | | | |
| • Alternate phone No. | 09899649760 | | | | |
| • Mobile | 09899649760 | | | | |
| • IQAC e-mail address | apar.iqac@lic.du.ac.in | | | | |
| • Alternate Email address | director@lic.du.ac.in | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://ladyirwin.edu.in/wp-content/uploads/2021/08/Aqar-report-2019-20-1.pdf | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://ladyirwin.edu.in/wp-content/uploads/2022/06/College-Academic-Calendar-2020-21.pdf | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | A+ | 3.44 | 2018 | 24/09/2018 | 23/09/2023 |
| 6.Date of Establishment of IQAC | 06/08/2018 | | | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| | | | | | |

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|-----------------------------------|--|--|-----------------------------|-----------|
| Institutional 1 | UGC Maintenance Grant | RBI (TSA) | 2020-21 | 382984000 |
| Institutional 1 | DBT Star College Scheme | DBT, Government of India | 2020-23 | 1500000 |
| Institutional 1 | MoFPI, Creation of Infrastructure for Food Technology course | Office of Commissioner of Industries, Delhi Govt | 2018-21 | 5000000 |
| Institutional 1 | PMFME Scheme | Office of Commissioner of Industries, Delhi Govt | 2020 Ongoing | 500000 |
| Institutional 1 | DST/TDT/SHRI -25/2018 (G) | DST/TDT/SHRI -25/2018 (G) | 2020-21 | 700000 |
| Institutional 1 | ECCE Resource Kit | UNICEF | 2019-21 | 744750 |
| Institutional 1 | ROSHNI/NRLM/ UNICEF Project | UNICEF | 2018 Ongoing | 2751277 |

| | | | |
|--|---------------------------|--|--|
| 8. Whether composition of IQAC as per latest NAAC guidelines | Yes | | |
| <ul style="list-style-type: none"> • Upload latest notification of formation of IQAC | View File | | |
| 9.No. of IQAC meetings held during the year | 5 | | |
| <ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | | |

| | |
|--|------------------|
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded |
| 10. Whether IQAC received funding from any of the funding agency to support its activities during the year? | No |
| <ul style="list-style-type: none"> If yes, mention the amount | |
| 11. Significant contributions made by IQAC during the current year (maximum five bullets) | |
| <p>1. Renewal of College Website: Website was renewed and aligned to NAAC requirements in several respects so that information pertaining to academic programme, college activities, faculty and students, including feedback forms for different stakeholders, (i.e., college students, alumnae, employers and faculty. Feedback forms will provide several insights for further action and improvements. The feedback forms are analysis-based due which instant review could be obtained. 2. Effective Use of ICT: Since teaching-learning was executed in online mode therefore intensive use of ICT was deployed. ICT enabled classes were made interesting by adopting diverse methodologies and effective assessment methods were developed for each topic taught by the faculty members. This helped in sustaining interest and motivation of students to learn. 3. Improvement in Quality of Publications: All faculty members and research scholars were trained by Central Library, University of Delhi and Lady Irwin College library for Plagiarism reports as well as publishing in UGC approved Journals and academically recognized journals i.e., Thomson Reuters impact factor/ Indexed in Scopus, Web of Science, Pub-med, etc. A trail of webinars were held at the University level by Central Library, University of Delhi as well as by Lady Irwin College Library, at the college level. To train Masters' research students in dissertation technical writing, webinars were held individually with each post-graduate department for interactions in smaller groups. Research examples were taken from the pertaining field of specialization to enable better understanding. 4. Improved Access to e-resources: IQAC worked constantly with the Central Library, University of Delhi to facilitate Lady Irwin College Library via digitization and a platform to enhance access of library e-resources with faculty, research scholars and UG & PG students via e-library portal and individual G-suit accounts. This platform has been actively used to access e-resources by college faculty & students. There are regular workshops and webinars held and recordings are shared with all for reference. This approach enables access to everyone in the college to a reservoir of books, journals,</p> | |

articles, blogs, etc. 5. Academic Audit: Academic committee (a statutory committee of Staff Council) of Lady Irwin College has established norms to ensure quality in teaching, assessment and evaluation under the aegis of IQAC. Convenors have been identified for each course. The conveners with the help of their team develop guidelines for evaluation and audit. This is done through weekly meetings in individual teams (subject-wise). In meetings, members focus on content, presentation, evaluation, marking scheme and monitoring at micro level. Teacher coordinator appointed for weekly report updates the status by sharing feedback from each of her team member. Each faculty member then submits the reports to their respective Head of the Department. 6. PwD Empowerment: Staff council committee for PwD is EOC (Equal Opportunity Cell) which closely interacts with PwD Students for assisting them during Examinations (ensured even during pandemic) i.e., providing extra time for completing the question paper, routine meetings were held to maintain one-to-one communication to track their progress throughout.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

| Plan of Action | Achievements/Outcomes |
|---|---|
| <p>Disaster management initiatives (including COVID-19)</p> | <p>During pandemic, offline practicals were conducted as directed by University of Delhi. Teaching and non-teaching members were trained to execute a fully sanitized safe teaching-learning physical environment so that a large number of students could attend classes without any risk of infection in physical mode. Through this initiative, vaccination drive was also reinforced as per DU directive (only fully vaccinated persons were allowed entry on college campus). At present almost all college students, faculty and non-teaching staff are fully vaccinated.</p> |
| <p>Emphasis on circular approach to managing waste - reduce, reuse, recycle</p> | <p>College has always taken up active measures towards attaining a zero-waste campus.</p> |

| | |
|---|--|
| | <p>Several activities have been taken up to adopt national guidelines for effectively managing waste by adopting circular approach i.e., reduce, reuse, recycle. These initiatives were recognized by Deen Dayal Upadhyay Smriti Manch 'Excellence Awards 2019' for 'Excellence in bringing education, skilling, women empowerment and child development simultaneously in an institution'. It was part of different department curricula and there were competitive events showcasing reusing, recycling and upcycling waste by college Eco-Club and NSS students' union societies.</p> |
| More value addition courses | Value addition courses for more than 12 hours were initiated to complement and substantiate the existing courses and develop employable skills among students. |
| Industry-Academia Collaboration | There was focus on strengthening Industry-Academia Collaborations by internships, placement of students, industry led webinars and value addition courses. |
| Mental Health programmes for students and staff | Lady Irwin College conducted several programmes (such as awareness webinars, expert sessions and counselling sessions) organized by NSS. In these programmes students, teaching and non-teaching staff participated and benefitted. |
| Networking for PPP activities | Eco-Club, Sports Society and NSS of Lady Irwin College have been actively organizing programmes throughout the academic session |

| | |
|-------------------------------|--|
| | <p>by partnering with NGOs, Voluntary Organizations and Ministry of Environment and Forest for Climate Change. They collected single use plastics, old clothes and paper and gave it NGOs to convert into useful products under the aegis of National Programmes i.e., Swacchta Abhiyan and Stop Single-use Plastic.</p> |
| FDP on LMS | <p>The IQAC conducted a Faculty Development Programme on Moodle-LMS System to train faculty. LMS is effectively used by some faculty members (along with Google Classroom) for management of teaching, assignments and evaluation.</p> |
| Extension/outreach activities | <p>The college as a practice adopts extension and outreach activities as part of the curricular framework so that students are aptly sensitized towards their local community and also effectively interact with them.</p> |
| Research by UG students | <p>Research Methodology has been introduced at UG level to develop research thinking and ability to conduct primary research along with aptly engaging in secondary research. Students are given small research projects and have to submit the report based on their primary research (including formulating the research proposal, collecting data and analysis). DBT Star Project was initiated to improve research among Food Technology students and give impetus to science education.</p> |

| | |
|---|---|
| <p>Restructuring the mentorship programme</p> | <p>For mentorship, workshop was organized to generate awareness and sensitize faculty by interaction with experts, psychologists and specialists to improve experience of students in college and curriculum transaction.</p> |
| <p>Use online system for documentation</p> | <p>Attendance and internal assessments are done in soft version using Indocon software. Real soft management attendance system software for biometric attendance of non-teaching staff is used (it was suspended during pandemic). Use of tally software for accounting and finance is practiced. College has initiated the system in place by updating college website till recently in 2021. Efforts are on to systematize office records as well.</p> |
| <p>Promotion of Indian crafts</p> | <p>Several programmes were conducted to promote Indian crafts such as, students undertook working with craft-persons and artisans (including weavers) to improve their designs and also improve their market presence. Students participated in National Programme (AtmaNirbhar Bharat) called Toycathonn 2020. Two teams participated and their toy designs deploying Indian Crafts were selected for commercialization among 1.8 lakhs of entries. Webinars and short courses were undertaken to sensitize and enable students' participation in these endeavours along with curricular requirements.</p> |

| 13. Whether the AQAR was placed before statutory body? | Yes | | | | |
|---|--------------------|------|--------------------|------------------------------------|------------|
| <ul style="list-style-type: none"> Name of the statutory body | | | | | |
| <table border="1"> <thead> <tr> <th>Name</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td>Governing Body, Lady Irwin College</td> <td>21/03/2022</td> </tr> </tbody> </table> | | Name | Date of meeting(s) | Governing Body, Lady Irwin College | 21/03/2022 |
| Name | Date of meeting(s) | | | | |
| Governing Body, Lady Irwin College | 21/03/2022 | | | | |
| 14. Whether institutional data submitted to AISHE | | | | | |
| <table border="1"> <thead> <tr> <th>Year</th> <th>Date of Submission</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>28/02/2021</td> </tr> </tbody> </table> | | Year | Date of Submission | 2020-21 | 28/02/2021 |
| Year | Date of Submission | | | | |
| 2020-21 | 28/02/2021 | | | | |
| 15. Multidisciplinary / interdisciplinary | | | | | |
| | | | | | |
| 16. Academic bank of credits (ABC): | | | | | |
| | | | | | |
| 17. Skill development: | | | | | |
| | | | | | |
| 18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) | | | | | |
| | | | | | |
| 19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE): | | | | | |
| | | | | | |
| 20. Distance education/online education: | | | | | |
| | | | | | |

Extended Profile

1. Programme

1.1

319

Number of courses offered by the institution across all programs during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student

2.1

1734

Number of students during the year

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.2

478

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.3

643

Number of outgoing/ final year students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic

3.1

103

Number of full time teachers during the year

| File Description | Documents |
|------------------|------------------|
| Data Template | No File Uploaded |

3.2

103

Number of sanctioned posts during the year

| Extended Profile | |
|---|---------------------------|
| 1.Programme | |
| 1.1 Number of courses offered by the institution across all programs during the year | 319 |
| File Description | Documents |
| Data Template | View File |
| 2.Student | |
| 2.1 Number of students during the year | 1734 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | 478 |
| File Description | Documents |
| Data Template | View File |
| 2.3 Number of outgoing/ final year students during the year | 643 |
| File Description | Documents |
| Data Template | View File |
| 3.Academic | |
| 3.1 Number of full time teachers during the year | 103 |
| File Description | Documents |
| Data Template | No File Uploaded |

| | |
|---|---------------------------|
| 3.2 | 103 |
| Number of sanctioned posts during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 | 50 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 340007770 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 542 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The curriculum revision is based on the directives of the University of Delhi. The last revision, aligned with the learning-outcome based framework (LOCF), incorporated the current advances and thrusts in the discipline, has been implemented since 2019-20 onwards. With the outbreak of COVID pandemic, the curriculum delivery underwent sudden changes. As per the directives of the University of Delhi, all teaching learning activities of the college were held only in an online mode. For effective transaction of curriculum, Institutional ids were given to all faculty members and students. Capacity building workshops were organized by the ICT Committee to use online platforms effectively. Google Meet was used for conducting classes. Meetings were held and the college departments and faculty evolved new curriculum transaction protocols. For each theory and practical, transaction plans were modified accordingly. Teachers identified online resources available for conducting their classes. Some faculty developed DIY video demonstrations using available

resources and shared with the students for ease of understanding. Teachers were required to submit weekly class transaction reports that included information about the course covered, student's attendance and the resources used. These were compiled by the teacher in-charge and submitted to the College Director for review by the university.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://ladyirwin.edu.in/time-table/ ; http://ladyirwin.edu.in/human-development-and-childhood-studies-hdcs/#1619170569463-3fa37929-c51d ; https://ladyirwin.edu.in/food-nutrition-and-food-technology/ |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The Academic Calendar is received from the University. Each department creates a departmental calendar of activities within the broad framework of the University calendar, keeping adequate time between examinations and key events of the college.

The internal assessment dates are announced by the Examination Committee, which is followed by the faculty. All the dates are announced to students through the college website followed by announcements in class and WhatsApp groups, subject and section wise. Continuous assessment is carried out for practical classes and the marks are submitted to the administration. The details about conducting internal assessment for theory and practical and issues related to student grievance are discussed in the Academic committee and communicated to the faculty via the staff council meetings and clarifications provided by the college principal. For the Final Exams, the PG examination date sheet is prepared by the PG Departmental heads. The UG date sheet is prepared by the examination committee comprising of senior faculty. Committee of courses allocates paper setting and correction work.

In addition, faculty members also coordinate their own teaching plans as well as events such as webinars / seminars, field visits etc. in sync with the academic calendar.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://ladyirwin.edu.in/wp-content/uploads/2022/06/College-Academic-Calendar-2020-21.pdf |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

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

11

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

2

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

53

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

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

Lady Irwin has a strong lineage of mainstreaming socio-cultural issues in its curriculum and teaching pedagogy. The college has always focused upon issues of marginalized community groups and the inequalities and inequities existing in society. Several courses across all departments have a strong focus on gender differentials in socialization of children; and differentials in participation in workforce; 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. The students are made aware of the concept of sustainability and to critique programs and policies from the lens of sustainability. The curriculum takes a transdisciplinary approach and incorporates cross cutting issues of professional ethics, 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 programs. Ethical considerations, effective use of research methodologies and analysis, and technical writing are some of the key abilities that students develop during these years. 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.

During COVID special efforts were made to retain these interlinkages in the transaction of courses and their fresh dimensions due to the pandemic. A special focus was maintained on ethics of using online resources and plagiarism.

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

8

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Institutional Data in Prescribed Format | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

228

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://ladyirwin.edu.in/wp-content/uploads/2022/03/STAKEHOLDERS-FEEDBACK-REPORT-2020-21.pdf |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

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

A. Feedback collected, analyzed and action taken and feedback available on website

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://ladyirwin.edu.in/wp-content/uploads/2022/03/STAKEHOLDERS-FEEDBACK-REPORT-2020-21.pdf |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

| | |
|---|---------------------------|
| 2.1.1 - Enrolment Number Number of students admitted during the year | |
| 2.1.1.1 - Number of students admitted during the year | |
| 652 | |
| File Description | Documents |
| Any additional information | View File |
| Institutional data in prescribed format | View File |
| 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats) | |
| 2.1.2.1 - Number of actual students admitted from the reserved categories during the year | |
| 331 | |
| File Description | Documents |
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |
| 2.2 - Catering to Student Diversity | |
| 2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners | |
| <p>Students are counseled during the Orientation program and familiarized with the course, career options, mode of internal assessment as well as available facilities. Teachers during interactions with students, assess whether they have the pre-requisite knowledge about the course. The institution is following bilingual medium for imparting education to cater to student demand. Remedial classes for English are also organized regularly. Teachers make sure that concepts are understood by all students in a class and give extra time to students who are slow to grasp. Teachers work closely with students in practical classes to clear concepts. Every student has a mentor to approach for guidance. Regular formative assessments help the teacher to monitor learning levels.</p> <p>Equal Opportunity Cell of the college monitors the academic progress of students with special needs. They are provided an appropriate learning environment with the support of peer learning</p> | |

and modification of teaching methods based on the needs of the students. Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus, take up internships, additional online courses and are also motivated to join research projects of the faculty to develop their research acumen. Scholarships and awards reward the meritorious learners.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://ladyirwin.edu.in/equal-opportunity-cell/ |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 1734 | 103 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

Lady Irwin College has always emphasized student-centric learning. Due to the pandemic classes in the year 2020-21 were virtual. Apart from conducting the regular online classes, the faculty also organized webinars, special lectures, and e-workshops to augment the curriculum and enhance learning experiences. This helped to keep students updated about the latest trends in academia, research and industry and provided an opportunity to interact with national and international experts. Workshops were designed to improve skill sets and encouraged creativity and innovation in finding solutions to real-world problems.

Virtual tours, online internships and research were facilitated to enhance experiential learning. For instance, virtual tour of the National Gallery of Modern Art and of the Yakult factory was organized. Online internships provided students with hands on experience of working with organizations. Food Technology students undertook research projects under the DBT Star College Scheme and

enhanced their skills in laboratory research. Students wrote dissertations on diverse topics after conducting online data collection. Students made presentations in virtual classrooms and completed group projects. Many of these activities were based on self-study and independent learning as well as peer learning. Students also participated in co-curricular activities online, celebrating special events and participating in inter-college events.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://ladyirwin.edu.in/wp-content/uploads/2022/03/89th-Annual-Report-2020-2021.pdf |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Being a pandemic year, the faculty switched to online mode of teaching to continue transacting their curriculum using various ICT tools. The classes were mainly conducted on Google Classrooms. All the teachers created virtual classrooms for each of their courses, sharing e-resources and assignments on the e-platform. They painstakingly digitized their notes and teaching material. Videos were also prepared to demonstrate practicals. Besides Google meet, Zoom, MS-Teams and CISCO Webex were other platforms used to conduct virtual classes, webinars, workshops and conferences. Tools to check plagiarism in research were available to the students for checking the quality of their work online with assistance from Library staff. CAD Softwares like Autocad 2D, CANVA, CORELDRAW, Adobe Photoshop were taught to the students for transaction of Design based curriculum. Open access databases in all subject areas were actively used for research and reference purposes both by teachers and students. The College Library also purchased N-List for access to selected e-resources. Assessments and exams were all conducted online. Teachers underwent training in a workshop mode to familiarize themselves with different modes of online assessment and grading on Moodle and Google platforms, as well as locating and sharing of e-resources.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View File |

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

2.3.3.1 - Number of mentors

103

| File Description | Documents |
|--|---------------------------|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

103

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

77

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

1238

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The prospectus provides details of the internal assessment process. The Internal Assessment (IA) Committee is a statutory Committee of the Staff Council. The modified schedule for the IA as notified by the University for the 2 semesters during the pandemic year was communicated to all faculty members. The faculty members informed the students in their classes about the schedule of the IA, units of syllabus to be covered and nature of the assignment. For practicals, continuous evaluation of assignments was done. Students were informed at the beginning of each class about how they would be graded.

The IA was in the form of online assignments, projects, presentations, or tests. The feedback on assignments were discussed by faculty in class, and corrected reports/answer sheets were shared with students along with their scores in the virtual classrooms. The students were given an opportunity to seek

clarifications.

The IA marks for all subjects were submitted by the faculty members in a common format for systematic compilation within the prescribed time schedule. The IA marks were uploaded on the college website at the end of each semester for the students to verify. The process was transparent and conducted smoothly for both semesters.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://ladyirwin.edu.in/internal-assessments/ |

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

The internal assessment of theory papers for all courses was uploaded on the college website at the end of each semester. A notice regarding the above was circulated amongst the faculty and students on digital media. The students were also informed of the same in their respective virtual classes by the subject teachers. In case of any discrepancy, the students contacted the subject teachers within 2-3 days. Modifications, if any, were communicated by the subject teachers to the administrative office and Convenor, Internal Assessment Committee. Accordingly, the modifications were made in the Internal assessment records of both semesters.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://ladyirwin.edu.in/student-grievance/ |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

The syllabus depicting the learning objectives and outcomes is available on the college and University website for students and teachers (links provided in the uploaded additional document). In the syllabus for each course, a specific set of learning outcomes have been defined which are linked to the broad programme

outcomes. The faculty explains to the students 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 relevance of the topic being covered in every class.

Every year the college organises orientation programs for first year students of undergraduate and postgraduate courses during which the Programme Outcomes are explained. Programme-specific outcomes of all the departments are highlighted through career options open to students after completion of the programmes and the achievements of the alumnae. Alumni of various departments are also invited during the Orientation program and other events for guiding students in achieving programme specific goals. The achievements of the students and lists of the kind of jobs that students get after completion of the different programmes are also highlighted on the website.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://ladyirwin.edu.in/syllabus/ |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

Examination results display the exceptional performance of Lady Irwin College students who predominantly occupy the top merit positions in the University of Delhi. The college compiles and analyses these results annually and felicitates meritorious students on Founder's Day. Placement of students in jobs after passing out of different programmes also serves as a benchmark. Each department maintains an alumna database and tracks how many of the students successfully completing the course seek employment or go in for higher studies.

Continuous evaluation provides feedback on efficacy of the teaching-learning process and learning outcomes of each course. This is in the form of assignments, quizzes, tests, presentations, and projects which are periodically given to students with prior intimation.

Students undertake summer- internships in different reputed

organizations involved in development related activities, social service, schools, industries, and hospitals. They are evaluated by the organization where they intern as well as by a committee of teachers for their application-based learning. Successful completion of courses like seminars and dissertation is also evaluated by a committee. Every M.Sc. student prepares a research design, carries out and presents a review of literature, does fieldwork or experimental work, and writes a dissertation that is evaluated by examiners.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://ladyirwin.edu.in/wp-content/uploads/2022/03/89th-Annual-Report-2020-2021.pdf |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

643

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | https://ladyirwin.edu.in/wp-content/uploads/2022/03/89th-Annual-Report-2020-2021.pdf |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://ladyirwin.edu.in/wp-content/uploads/2022/04/STUDENT-SATISFACTION-SURVEY-ON-TEACHING-LEARNING-PROCESS-2021.pdf>

| RESEARCH, INNOVATIONS AND EXTENSION | |
|---|---------------------------|
| 3.1 - Resource Mobilization for Research | |
| 3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs) | |
| 3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs) | |
| 1,54,64,853 | |
| File Description | Documents |
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |
| 3.1.2 - Number of teachers recognized as research guides (latest completed academic year) | |
| 3.1.2.1 - Number of teachers recognized as research guides | |
| 30 | |
| File Description | Documents |
| Any additional information | View File |
| Institutional data in prescribed format | View File |
| 3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year | |
| 3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year | |
| 6 | |

| File Description | Documents |
|---|--|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://www.unicef.org/india/ , https://dbtindia.gov.in , http://industries.delhigovt.nic.in/ , http://www.dsiidc.org/ , https://dst.gov.in/ , https://rural.nic.in/en |

3.2 - Innovation Ecosystem

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

Over the years the institution has made a sincere effort in promoting innovation and research culture. The college facilitates and encourages teachers to experiment and innovate and develop prototypes of products-foods, furniture, fashion, and educational and behaviour change communication materials. Through DBT project, students are provided a platform to innovate and experiment. Currently, a Design Innovation Center at College (a Spoke of DICDU), under NIDI Scheme, MHRD, is part of National initiative on design innovation. The DIC activities include celebration of Annual National Innovation Day, design interventions with women craft workers, creating sustainable products by reuse and recycling of waste materials (such as plastic, composites, fabric waste, wood waste, e-waste, construction waste, etc. involving craft-persons, people from local and disadvantaged communities. The college has also innovated, a virtual "YUVA SHAKTI MELA" where students virtually put up kiosks on issues of development and social change. Link for mela video- <https://www.youtube.com/watch?v=t6XX7-2Sye0>. Students are encouraged to organise Business fests, webinars, book discussions etc., which develop their analytical and leadership skills. Representatives from organisations are invited to strengthen industry academic interface and help faculty innovate, plan teaching and research as per the contemporary needs and transfer of knowledge from lab to land and vice versa.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.youtube.com/watch?v=t6XX7-2Sye0 https://ladyirwin.edu.in/research-publication/ https://ladyirwin.edu.in/rak-child-study-centre/ |

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

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

5

| File Description | Documents |
|--|---------------------------|
| Report of the event | No File Uploaded |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

3

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://ladyirwin.edu.in/research-publication/ , https://ladyirwin.edu.in/wp-content/uploads/2021/06/LIC-FN-researchAndPublications.pdf , https://ladyirwin.edu.in/wp-content/uploads/2021/06/Research-Publication-FAS-Deptt..pdf , https://ladyirwin.edu.in/wp-content/uploads/2021/06/Research-Publications_DCE_Website.pdf , https://ladyirwin.edu.in/wp-content/uploads/2021/06/LIC-RMDA-researchAndPublications.pdf https://ladyirwin.edu.in/wp-content/uploads/2021/06/LIC-education-researchAndPublications.pdf |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

42

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

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

31

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Community outreach and extension programme is built into every course at the undergraduate and postgraduate levels. The college collaborates with several organizations to provide a broad-based exposure to students to the agencies and issues involved in development. This year, as a training partner for FoSTaC, FSSAI, many trainings were conducted by the FN Department, for Basic Manufacturing and Advanced Catering. Sessions on Nutrition from my kitchen and locally available foods were conducted for underserved women and children. Sensitization of Aganwadi workers was carried out about "Nutritional Requirements during first 1000 days. The students of HDCS department worked with the teachers in Kishanganj, Bihar. FAS Department organized a Webinar- "Hunar of Hands... THE HANDLOOMS", to educate the participants about varied textiles from India, and encourage them to adopt and sustain textile traditions. DCE Department organized a virtual contact programme and the annual "Yuva Shakti Mela". Students developed information kiosks. Department faculty organized sessions with front-line workers for FNHW through NRLM-MoRD. RMDA department is collaborating with SARTHAK EDUCATIONAL TRUST for training persons with disabilities in painting for National and International Alympics. The Department of Education faculty held sessions on the "Role of Teachers in Equitable and Inclusive Education: NEP-2020".

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://ladyirwin.edu.in/development-communication-extension-dce/ , https://ladyirwin.edu.in/activities-initiatives/ |
| Upload any additional information | View File |

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**13**

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year**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., during the year****40**

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year****3910**

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

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

228

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | View File |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

4

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The College has brick buildings surrounded by tall trees and is metro-connected

- Classrooms and seminar rooms mostly have wi-fi with LCD projectors. Classrooms of varying sizes with suitable furniture, good ventilation and ample light facilitate UG, PG, and Ph.D. students.
- High-tech laboratories provide learner-friendly, modalities-appropriate resources.
- The Computer Resource Centre meets institution's digital needs.
- Horticultural experimental farm offers hands-on learning and used for research and innovation in farming.
- Rajkumari Amrit Kaur, a child study centre closed during the pandemic, offers early childhood care, crèche, after-school care, speech & occupational therapy, playschool, etc.
- Automated library with latest ICT requirements and CCTV surveillance has a 100 seating capacity reading-cum conference room.
- Wi-Fi-enabled faculty rooms shared by 2-4 faculty equipped with suitable furniture are personalised for student-teacher interaction.
- Student and faculty formal and informal meeting areas include Aashiana, Seth Ram Lal hall, enabling centre, amphitheatre, hostel common room, canteen and 9 college lawns.
- Bookshop provides stationary and curriculum-recommended textbooks.
- During pandemic, DU provided G-Suite and Microsoft Teams for online teaching-learning. Software packages, webinars and conferencing tools were obtained for teaching & national and international events and students' access to Open Educational Resources (OER) from DU, IGNOU and other institutions.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://ladyirwin.edu.in/learning-spaces/ |

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

The college has adequate facilities for the organization of cultural activities.

- Seth Ramlal Hall seats 150-200 people, along with a green room and adjacent restroom.
- 250-300-seating in the amphitheater is utilized for outdoor events as well as educational programs.
- Neighborhood areas are explored for activities to accommodate more than 1000 people such as Kamani auditorium, Triveni and Shriram centre
- Intercollege sports competitions are held in different venues of college
- During the Pandemic, students used college facilities to film their performances for events while adhering to covid standards, which they then displayed on an online platform
- Classes are held for open learning for the past 30 years.
- Nine lawns are used for events, meetings, intercollegiate competitions, etc.

Facilities for sports

Details of infrastructure for sports

Area

Description of activity

- Sports ground

50 x 20 meters

Athletics, Badminton, Aerobics, Volley Ball, Throw Ball, Net Ball, Yoga Classes, Base Ball, Athletics, NCC Parade, Cricket, Hand Ball

- Sports room
- Gym

6.10 x 4.25 meters

Twister, Treadmill, Front Pulley, Abdominal Board, Bench Press, Multi Gym

- Badminton court

13.4 x 6.1meters

- Basketball court

28.7 x 15.2 meters

- Volleyball

18 x 9 meters

- Tennis court

23.77x 8.23meters

- Other indoor sports facilities

Such as chess, carom, and sports' classes.

| File Description | Documents |
|---------------------------------------|--|
| Upload any additional information | View File |
| Paste link for additional information | https://ladyirwin.edu.in/lawns-of-the-college/ , https://ladyirwin.edu.in/sports/ , https://ladyirwin.edu.in/student-centre/ , https://ladyirwin.edu.in/nutrition-garden-horticulture-project/ |

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

23

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://ladyirwin.edu.in/learning-spaces/#1641206283188-51300a07-cefb |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

7718465

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

The library is fully automated and equipped with 24x7 fibre optic and Wi-Fi connectivity. Library is also an e-resource Centre having internet workstations with 40 computers. Library is automated since 1998 with the purchase of desktop server and LIBSYS software version 3.2 and is fully automated with all the subsystems since 2005.

At present library is using 'Web-Centric Libsys-version 10' Integrated Library Management Software on the LINUX-REDHAT Enterprise platform with 14 clients attached to it. Bar code technology is used for circulation of documents. Database of all Library holdings (books, Periodicals, and research works) is available on OPAC(Online Public Access Catalogue) for searches.

Library is a Member of Developing library network (DELNET) family since 2000 and gives DELNET surfing and service facilities to Faculty, Research Scholars and Students.

In addition to the circulation facilities for its members, library also provides referencing services, bibliographical services, plagiarism checking facility, remote access to e-books, e-Shodh Sindhu, Shodh Ganga and e-journals via Delhi University Library System (DULS) and N-List (National Library and Information Services Infrastructure for Scholarly Content). 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.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://ladyirwin.edu.in/library/ |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

12,06,442

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

9

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

CRC plays an instrumental role in providing technical and academic support to staff, students and research scholars of the college. The multimedia facilities enable appropriate inter-linkage for the advancement of the discipline. The computer facilities in college have expanded with additional support from UGC & University of Delhi. The centre maintains three laboratories equipped with 565 computers and 3 servers. College has additional 51 computers provided under projects to various departments.

The college is connected on 100 Mbps MPLS-VPN link to the University Network and the facility is available 24×7 through 25 Access Points. User ID and Password are allotted to all students, faculty and laboratory staff for accessing internet and Digital Library.

CRC provides assistance to departments for academic and other activities both offline and online. CRC supports the duly constituted website committee and provides access to e-resources in college. During the pandemic, the centre enabled access to G-Suite and Microsoft Teams supported by Central University for smooth conduct of classes.

Various licenced software's provided by DU/College Purchase include Windows Server 2008 (R2) (DU), MATLAB and SPSS (DU); Windows 7/10 (College), Ubuntu, Microsoft Office 2013 (College), Tally(College)and Quick-Heal Total Security(College)with latest update patches and virus definition.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://ladyirwin.edu.in/computer-resource-centre-crc/ |

4.3.2 - Number of Computers

616

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| List of Computers | View File |

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

13618323

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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.

Staff Council committees for the upkeep of facilities are formulated each year.

1. Building and Maintenance Committee looks after augmenting and maintenance of infrastructure including civil, electrical and plumbing.
2. Purchase committee reviews acquisition by GEM portal and other technical details
3. Garden Committee periodically supervises planting and maintains campus lawns and greenery.
4. Annually, Library Advisory Committee evaluates the acquisition of all reading material and augmentation of facilities
5. Computer Resource Centre Committee monitors usage, augmentation and upkeep of IT hardware and software.
6. Website committee launched a new website designed to meet the NAAC and NIRF requirements and is updated concurrently with new information
7. Academic committee reviews and mandates teaching-learning process. During pandemic it monitored the online teaching
8. Time table committee makes the UG timetables in accordance with academic calendar and college venue requirements
9. During pandemic Information Communication and Technology committee enabled faculty and students' institutional mail ID, Whatsapp groups, e-learning platform training and webinar support
10. As per DU mandate, COVID taskforce committee was constituted during Pandemic. It mandated frequent sanitization of facilities, maintenance of hygiene, purchase of materials to maintain COVID appropriate behaviour and record upkeep of vaccination records for faculty, and non-teaching personnel. SOPs were laid down for offline classes

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://ladyirwin.edu.in/maintenance/ |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

2

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

95

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://ladyirwin.edu.in/food-nutrition-and-food-technology/#1625461460123-fceeddee-5a93 |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1157

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1157

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

| | |
|--|-----------------------------------|
| <p>5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</p> | <p>A. All of the above</p> |
|--|-----------------------------------|

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

66

| File Description | Documents |
|--|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

277

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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) during the year

26

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | View File |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

5.3 - Student Participation and Activities

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

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

70

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

The Students' Association fosters comprehensive student development by providing programmes and activities such as social, cultural, multicultural and intellectual which boost students' overall educational experiences. There is a Central Coordinating Executive and 14 societies. They organise events for students to showcase their talents and build administrative and organisational skills. They participate in college events such as Independence Day, Teachers' Day Celebrations, Gandhi Jayanti, Diwali, cultural festival 'Quintessence' as well as farewell to students and retiring teachers. They help in academic committees such as section committee, scholarship committee, NAAC and Founders' day.

Students' Association members are also represented on canteen committee to address student issues pertaining to the cuisine. The anti-ragging squad consists of four students along with faculty members with their names and phone numbers prominently displayed on posters. The anti-smoking committee consists of SA President and Secretary. The Internal Complaints Committee (ICC) for resolution of sexual harassment cases has 3 student representatives - UG, PG and a research scholar. The Students' Association could not be part of UG admission process during the pandemic. Students were given training on ICT platforms. Students are also part of the Orientation Committee, which organises a two-day orientation event for new students each year.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://ladyirwin.edu.in/students-association/ |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

142

| File Description | Documents |
|---|---------------------------|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template) | View File |

5.4 - Alumni Engagement

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

The Lady Irwin College Alumni Association (LICAA) is an active body with many alumnae as its members. It has a very active calendar of activities which brings the alumni together for projects, events as well as various college activities. LICAA also organizes educational and entertainment programmes. They hold a session in orientation programmes of UG and PG departments. An annual event is organized by LICAA for induction of the outgoing batch. Every year LICAA confers upon one of its illustrious alumna, the Distinguished Alumna Award. The 25th batch and 50th batch is also felicitated in this event. The association members also participate in the college festival by putting up stalls. The college conducts meetings with its Alumni Association (LICAA) where former students can 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. The college utilises the intellectual inputs of its alumni working in the academic or professional fields to enrich and enhance the quality of curriculum. Alumnae also provides experiential learning to students via internships and placement. LICAA is an integral continuation of the relationship of the students with their alma mater.

| File Description | Documents |
|---------------------------------------|--|
| Paste link for additional information | https://ladyirwin.edu.in/alumni-association/ https://ladyirwin.edu.in/alumni-events/ |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision

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. True to our motto Vidhya Hi Sewa (service through knowledge), our educational endeavor has been to inculcate the spirit of service along with professional growth of students. The college remains committed to building leadership, conscious citizenry and active participation of women for furthering national developmental goals.

Mission

The college faculty consistently strives to contemporize its academic content through innovative research, strong community outreach and implementation of new technological knowledge. Along with developing core discipline specific skills among the students, larger societal issues like health, gender, conservation of textile heritage, community mobilization, environment etc. are also addressed. The curriculum helps students develop key life skills for their future professional and societal roles.

Governance reflective of Vision and Mission

The governing body of the college encouraged and approved major centres like ROSHNI, PMFME, FSSAI/FOSTAC training, skill training in keeping with the vision of college to reach out to PAN India. This has been recognised by the government in the form of awards. DBT star college scheme and Delhi Government commission of industries grant gave impetus to state of the art science education to students of food technology. Major equipments were purchased and students were encouraged to do projects at undergraduate level in college.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://ladyirwin.edu.in/about/#1619423657551-e77ee1ea-05ab |
| Upload any additional information | View File |

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

The leadership effectiveness is visible in various practices of the college such as:

New College Website

A new website has been launched and designed to meet the NAAC and NIRF requirements. It offers a host of information related to college functioning including relevant information for students, faculty administration and other stakeholders. During the pandemic the website provided information to enable smooth online teaching process.

Covid Task Force

Covid task force comprising of the Director, staff council secretary and the teacher incharges of all the departments and other senior members was instituted in 2020 during the Covid 19 pandemic. The committee was required to set preliminary rules and regulations to conduct atleast one practical in offline mode as per DU/UGC guidelines in all areas of specialisation.

Teaching Learning Process during COVID

Under the guidance of the Director the process of online teaching learning was initiated in March 2020. The faculty were provided with institutional email ids and modalities of online teaching were discussed.

Academic Task Force

Academic task force was initiated by the Director and has been established for all the departments since 2007. All government and UGC guidelines were adhered to while establishing these task force.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://ladyirwin.edu.in/ |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

There were several areas which were included as a part of the plan for the year. These included promotion of Indian crafts, various disaster management initiatives (including COVID 19), emphasis on circular approach to managing waste, industry - academia collaboration, extension activities, inclusion of value-added courses, mental health programmes and extension and outreach activities. Different initiatives were planned in the above mentioned areas and were successfully executed. At the PG level, the internship process was modified, and every department tried to adapt to ensure students engage in online internships. Along with this, networking for public-private partnership activities was also done. A faculty development program was conducted successfully on learning management system which helped in

training the faculty in technology driven classrooms, especially during the pandemic. Effective use of online software was seen during the year and more robust online system for documentation, teaching and assessment was encouraged. Effort was made to restructure the mentorship programme and allocation of students to each faculty member was done.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://ladyirwin.edu.in/wp-content/uploads/2022/05/Complete-Internship-data-for-NAAC-2020-21.pdf |
| Upload any additional information | View File |

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

The rules and regulations as described by the University of Delhi are followed. The Governing body is responsible for the supervision of the college functioning. The overall activities of the college are coordinated by the Director.

The student association, staff advisors to societies and the student's staff advisors directly report to the Director and seek advice. The college has a well approved organogram. Hierarchy of the staff is defined as per the rules of the University of Delhi. The rules defined are endorsed at the college level by the Governing body and Director of the institution. During the pandemic the duties of the vice principal were performed by the examination nodal officer. The approval and selection of the staff is done as per the UGC norms. Many teaching and non teaching posts are vacant of the teachers. Adhoc teachers and guest teachers have been hired as per DU guidelines to complete the work load.

| File Description | Documents |
|---|---|
| Paste link for additional information | http://www.du.ac.in/index.php?page=rules-and-policies |
| Link to Organogram of the institution webpage | https://ladyirwin.edu.in/wp-content/uploads/2022/06/Organogram.pdf |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|--|---------------------------|
| ERP (Enterprise Resource Planning) Document | No File Uploaded |
| Screen shots of user inter faces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

The various initiatives adopted by the college facilitates the teaching staff and non teaching staff. The Staff Council constituted Grievance Committee looks after the grievances/complaints of the teachers. It has 2 teachers from college who are part of the G.B. as members. For the non teaching staff the committee consists of 2 elected non teaching staff members. The college also has a mandated Internal Complaints Committee (ICC) and has constituted the office of the Public Information Officer to act on RTI applications. Teaching faculty is granted study leave as per university norms. Medical Reimbursement and direct hospital payment facility approved by University of Delhi/UG Care is provided. During the pandemic a special facility of availing medical services even in the non-empowered government/private hospitals was provided. During

pandemic, staff could avail the government scheme called Special Cash Package Equivalent in lieu of LTC fare and leave encashment for Central Government Employees for the LTC block (2018-2021). The college has a Ward Quota for admission of eligible wards of employees. Residential Quarters (35) and In-campus bank is available for the staff. Crèche, daycare and nursery school facilities were temporarily withdrawn in view of the government guidelines during pandemic.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.du.ac.in/uploads/16032018_Welfare%20Measure_1.pdf |
| Upload any additional information | View File |

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

103

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

3

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | View File |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

25

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

The college follows the University defined appraisal system for the teaching and non-teaching staff. The teaching staff follows the annual appraisal system and fills the APAR. The form contains three sections. Section A primarily contains general information

about the faculty and section B contains detailed information on the teaching, learning and evaluation related activities along with the details of other administrative work done and the support given in the co- curricular activities. Part C contains any other relevant information. There is a process of grading in the form which is to be followed by the faculty member.

For the non-teaching staff, the appraisal form is filled as per the university guidelines. The non- teaching staff is divided into the administrative staff, Library staff and Lab staff/ Class IV staff. The form contains overall four parts, and the third and fourth part is focussed on the detailed grading. There are three sections in the third part which focus on Assessment of work output, assessment of personal attributes and assessment of functional competency. The form filled by the non-teaching staff is given a score by the reporting officer and reviewing officer finally reviews the form.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.ugc.ac.in/oldpdf/regulations/webnotification_pbas.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Lady Irwin College conducts internal and external financial audits regularly and has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is conducted by the internal financial committee of the institution. The committee verifies the income and expenditure details and the compliance report of internal audit is submitted to the management of the institution. External audit is conducted every year by an external agency. Audits for the financial year 2020 -21 have been audited through the yearly internal audits and final reports of external audits have been received. All requirements in accordance with pandemic deadlines were met.

Mechanisms for monitoring use of financial resources

- Before the commencement of every financial year, a proposal is submitted on budget allocation, by considering the recommendations made by the teacher in charges of all the departments.
- College budget includes recurring expenses such as salary, utilities etc., and non - recurring expenses like purchase of lab equipment, furniture and other expenses.
- The expenses are monitored by the accounts department as per the allocated budget
- The depreciation costs of items purchased in the preceding years are also worked out.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

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

10079315.13 (One crore seventy nine thousand three hundred fifteen and thirteen paise)

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Mobilization of funds

1. UGC Grant

2. Student fees

3. Funding from the various Ministries, and other Government bodies for projects.

4. Sponsorship of events like seminars and workshops and student festivals

Utilization of Funds

The Director, Bursar, finance and purchase committees along with the accounts department ensure that the expenditure lies within the allotted budget for various recurring and non-recurring expenses.

Optimal utilization of resources

It is ensured by Director, Bursar, Building and Maintenance and other Committees and department heads

1. The faculty exhibits initiative and receive substantial grants for research and ensures the strengthening of the college infrastructure.
2. An effective timetable helps in optimum utilisation of infrastructure such as labs, classrooms, canteen, hostel, amphitheater, the auditorium etc.
3. All classrooms are well equipped with educational technology and appropriate furniture.
4. The college has 16.5 acres of lush green grounds, basketball and volleyball court for co-curricular activities and organising community outreach programmes and Melas.
5. The college let's out space for Government examinations and voting centres.
6. The college has a well equipped library, which is open to students from India and abroad, and is a nodal point for Home Science as a specialisation.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes IQAC has taken several initiatives for quality assurance. Website was renewed by including feedback forms for college students on each subject taught, for alumnae, employers and faculty. The feedback forms were analysed to facilitate instant review and provide insights for further action and improvement. Due to pandemic, online teaching-learning enabled intensive use of ICT. ICT enabled classes were made interesting by adopting diverse methodologies and developed effective assessment criteria for each topic taught. There was due emphasis given to ensure certain norms for publications by faculty and research scholars as per UGC norms. Plagiarism check was also made an integral part of all technical writings such as book and journal publications, research reports, project reports, and the like. Central Library initiative of facilitating college libraries via digitization and a platform to share access of library resources with faculty, research scholars and UG & PG students via e-library portal and individual G-suite accounts. This platform has been actively used by college faculty & students. There were regular workshops and webinars held and recordings were provided to all. This approach provided access to everyone in the college to a reservoir of books, journals, articles, blogs, etc.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://ladyirwin.edu.in/mom/ |
| Upload any additional information | View File |

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

During the pandemic, teaching-learning process for both UG and PG courses was adapted to the changed scenario in 2020-21. The IQAC in coordination with college academic & ICT committees streamlined the methods, operations and learning outcomes as per University of Delhi requirement. There were several initiatives taken by individual faculty members as well as each department in-charges. IQAC suggested a variety of methods for online teaching and evaluation, internal assessment (including continuous evaluation for practical classes), for the faculty to choose from. It was indeed a promising process for each one associated. Special training on ICTs (to be used by students and teachers) was done by

ICTcommittee constituted for this purpose.

By adopting innovative methodologies, the teaching-learning could be made effective and all students could successfully submit the assignments, evaluation documents and their examination answer scripts on the requisitioned platforms and portals. There was no loss of academic year and continuity could be maintained in the academic calendar. All enrolled students were able to complete their academic sessions on time and complete their degrees with results announced.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://ladyirwin.edu.in/wp-content/uploads/2021/04/7.2-Best-practices.pdf |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://ladyirwin.edu.in/reports/ |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Lady Irwin College is a constituent college for women and aims at the development and capacity building of the students to empower and provide them with equal opportunities. The College supports fair treatment of its teaching and non-teaching staff that includes both men and women. It initiates various measures for the promotion of gender equity. Sessions on street harassment and sexual harassment at workplace, cervical cancer workshop, health and wellbeing related webinars are organized annually to empower students. The security and safety of the students and staff in the campus is strictly monitored through CCTV cameras and by deployment of security guards at the gates. Four hundred students were also a part of a Haiku Writing Competition on Sexual Harassment. Neo-literate boys and girls participate in the Yuva Shakti Mela every year with the primary objective of 'each one enable one'. The participants are sensitized to take adequate actions to improve their quality of life and empower themselves. The College has several Committees like Internal Complaints Committee, Hostel Committee, Women's Development Cell, Anti-Ragging Committee, Grievance Committee in place addressing student concerns and providing them with a holistic environment.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://ladyirwin.edu.in/wp-content/uploads/2022/06/GENDER-SENSITIZATION-ACTIVITIES.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://ladyirwin.edu.in/wp-content/uploads/2022/06/FACILITIES-FOR-WOMEN.pdf |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

B. Any 3 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid Waste Management

The College has collaborated with "Jaagruti - Waste Paper Recycling Services" for recycling of all paper waste. Plastic use is firmly discouraged in the campus and efforts are taken by all departments to reuse plastic waste by creating lifestyle products, teaching-learning materials. Lady Irwin College in collaboration with Indian Pollution Control Association (IPCA) has installed Aerobins in the campus for managing kitchen and garden waste. The campus also has compost pits and the manure generated is used in maintaining the campus and organic farming.

Liquid Waste Management

Only non-potable water is used to maintain the college's gardens. Grease traps have been constructed in the hostel mess to collect and minimise the amount of fats, oils, and grease entering the main sewers.

E-Waste Management

The College has actively participated in the recycling of all computers and components for the past 25 years. The College has granted the tender/auction for the management and disposal of e-waste in accordance with safety standards to a government-approved vendor.

Hazardous Chemicals Management

College waste is segregated into biodegradable and non-biodegradable waste and toxic and non-toxic waste in laboratories. During practical classes, indiscriminate chemical usage is discouraged and all laboratories are free of radioactive materials.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | View File |

| | |
|--|-------------------------------------|
| 7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | A. Any 4 or all of the above |
|--|-------------------------------------|

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

| | |
|--|-------------------------------------|
| 7.1.5.1 - The institutional initiatives for greening the campus are as follows: | A. Any 4 or All of the above |
| <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping | |

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

| | |
|---|------------------------------|
| 7.1.6.1 - The institutional environment and energy initiatives are confirmed through the | D. Any 1 of the above |
|---|------------------------------|

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

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | View File |

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Lady Irwin College aims to provide a learning experience for the

students and staff that respects diversity, enables participation, removes barriers and reflects on a variety of learning needs and preferences. The College takes numerous initiatives in providing an inclusive environment for all its stakeholders. Students from different states of the country stay in the college hostel. The hostel also has provisions for International delegates and students who visit the campus for events and workshops. These facilities were however not availed during the pandemic.

A number of workshops, programs, trainings and events are organized around central themes of empowerment, upliftment and enrichment of people from diverse backgrounds. The College also celebrates rich and vibrant festivals and organizes various 'Melas' with full fervor to support and promote the diverse traditions and culture and to create a strong bond of harmony. In order to empower and further academic and career goals of students requiring additional financial support, the College provides financial assistance in the form of numerous scholarships. Reservation policies are followed diligently and different religious affiliations are encouraged in the college without discrimination.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | View File |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

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 to name a few. Various national festivals like Independence Day, Republic Day and Gandhi Jayanti are also celebrated with great enthusiasm to inculcate a sense of constitutional obligation among students and staff. The institution believes in instilling constitutional values, and preserving the rich heritage of country's composite culture. Further, Lady Irwin College is dedicated to protecting the natural environment and developing scientific temper and humanism. The institution constantly strives towards excellence in all spheres

of individual and collective actions so that its students contribute towards the nation rising to higher levels of endeavour and achievement. Through its various departments and students association, the college organizes a number of activities all-round the year like vigilance week, voter registration campaign, Swachhta Diwas, Poshan Mah, Constitution Day, Plantation Day and so on towards inculcating a sense of fundamental rights, duties and responsibilities among students and staff. Periodic cleanliness drives are also conducted for maintenance of college premises, a public property for the various stakeholders.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://ladyirwin.edu.in/wp-content/uploads/2022/06/7.1.9-Constitutional-obligations-events-1.pdf |
| Any other relevant information | https://ladyirwin.edu.in/wp-content/uploads/2022/03/89th-Annual-Report-2020-2021.pdf |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Lady Irwin College celebrates International commemorative days like World Food Day, International Yoga Day, World Youth Skill Day, International Youth Day, World Nature Conservation Day with full fervor to create awareness amongst the students and promote action. Rich and vibrant festivals and National events like Independence day, Gandhi Jayanti, Teachers Day, Diwali, National breastfeeding week, Poshan Maah, National Voluntary Blood Donation Day, are also celebrated with enthusiasm. At the Institutional Level, the college organizes Founder's Day to commemorate the founders of the institute. The departments of the college also hold annual memorial lectures such as Kamla Puri Sabharwal Lecture, Sanjam Randhawa Memorial Lecture and Raushni Deshpande Memorial Oration.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | View File |

7.2 - Best Practices

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

Best Practice I

Title of the practice: Constitution of Taskforce in Department of Resource Management and Design Application

Since 2007, the formation of a Task Force has been a best practice because it focuses on adding rigour to the curriculum through an annual evaluation by National and International academic experts, government policymakers, master non-governmental organisations, and practitioners. This practice supports the College's commitment to build opportunities for students through extensive networking.

Goal

The taskforce's main goal is to synchronise academic input and output in order to bring education and skill levels up to industry standards. It brings a variety of talents and ideas to the table in order to constantly improve the curriculum in light of new prospects. The concepts are discussed in order to highlight the research directions for Masters and Ph.D. research projects. Anticipating probable roadblocks in academic endeavours and offering workable alternatives is an important goal. The course learning outcomes are evaluated at a higher level, and peer evaluation is also done.

The Context

The departments of the college specialise in a variety of fields, with each area focusing on fostering community-specific core abilities in students. Members of the task force come from diverse professional backgrounds including Academia, Government, Non-government organisations, Corporations, and International organisations, all of which are linked to the five areas of Home Science. The members have been active in the college as advisors, mentors and guides for creative initiatives, master's and doctorate researches, short-term courses and other academic activities of the departments. The taskforce members have been successful in finding ways to synergize theoretical educational transactions with practical exposure. They have also been instrumental in establishing relationships to provide experiential and enriching learning experiences to students through various internship programs and job placements. The focus of the practice lies in making the curriculum market-oriented and encouraging the Masters students to undertake need-based researches.

The Practice

Taskforce, an annual practice organised by the Department of Resource Management and Design Application, brings together notable experts from various fields. The practice's outstanding nature has been confirmed by its success over the past thirteen years. Experts such as Vice-Chancellors (or their nominees) of national and worldwide academics, CEOs of industry, Master NGOs, Government officials supporting grants and initiatives, and International academicians examine the department's teaching, research, extension, placement and internships. The work force is led by eminent International and National specialists. The seminars centre on in-depth discussions on curriculum evaluation in light of new development prospects, market obstacles and specialised skill requirements. The delegates also look at

potential obstacles in academic endeavours and make recommendations for how to overcome them. Brainstorming for potential research areas requisite in the industry plays a key role in the development and advancement of the set of courses offered by the college.

Post-graduate students are also given opportunities through internships and employment placements as well as advanced multidisciplinary seminars. Postgraduate students have their research poster presentations as a concurrent activity during the taskforce meetings. The associates are frequently notified of the actions taken by the college on their dynamic and fruitful suggestions. The 14th Annual Task Force Meet of the department was held in March 2021.

Evidence of success

The taskforce committee has played an instrumental role in developing a holistic framework for curriculum up gradation and community networking through the following activities:

Upgrading curriculum: The taskforce committee has played an important role in building a holistic framework for curriculum upgradation and community networking. The task force committee's contributions have greatly benefitted the college's teaching and curriculum. As previously stated, the department has been actively involved in updating its curriculum and putting a greater emphasis on specialised areas. When the college's Master's Program switched to a semester format, a paper on project management was added for first-year post-graduate students. To instill specialised skill in the students, the paper is taught using the software "Primavera." Students have also been taught about other software programmes such as SPSS, AutoCAD, Rhinoceros, and Dialux, to mention a few. The department developed new LOCF curriculum for the post graduate students and for the under graduate students in light of the suggestions given during the taskforce meeting held in March 2019.

Collaborative researches: Numerous need based researches have been undertaken with the taskforce members, some of which are as follows:

- Assessment of Government Initiatives in Off-Grid Solar Applications for Commercial Establishments in selected States of India: A Stakeholders' Perspective (Ms. Meenal Jain, Supervisors: Dr. Meenakshi Mital & Prof. Matt Syal)
- Capacity Building of Youth for Energy Management (Ms. Gagan

- Preet Kaur, Supervisors: Dr. Puja Gupta & Prof. Matt Syal)
- Relationship between emotional value and retention of products: A study with reference to chair and wedding attire (Ms. Hriiyiphro Kayina, Supervisor: Dr. Sushma Goel, Advisor: Prof. Lalit Kumar Das)
 - Assessment of Occupational Health and safety of construction workers (Ms. Maneesha Gaur, Supervisor: Dr. Sushma Goel, Advisor: Dr. A.K Singh)
 - Assessment of Solar Government Initiatives in residential areas in India (Ms. Neha Makol, Supervisors: Dr. Meenakshi Mital, Dr. Puja Gupta & Prof. Matt Syal)
 - Role of stakeholders in eco-efficient practices towards packaging materials used for fast moving consumer goods (Ms. Surbhi Chitkara, Supervisor: Dr. Sushma Goel, Advisor: Prof. Lalit Kumar Das)
 - Assessment of Solar Skill Development Programs: A multi-stakeholder perspective (Ms. Chetna Singh, Supervisors: Dr. Meenakshi Mital, Dr. Puja Gupta & Prof. Matt Syal)

One of the PhD scholars received the prestigious Anupa Sahi Siddhu award and gold medal for her exemplary research work in the field of solar energy.

Student internships and placements: Taskforce members have been instrumental in providing internships and job placements to the students. The Energy & Resources Institute (TERI), IIT-Delhi, AECOM, Department of Environment, Govt. of NCT of Delhi, Ministry of New and Renewable Energy, Development Alternatives, Central Pollution Control Board, Indian Pollution Control Association, Design Innovation Centre, MagicBricks are some of the organizations the students have interned at. During the pandemic in 2020, the students were also given the opportunity to undertake online internships at renowned organisations such as Wordmeister Editorial Services, SR Asia, Sehgal Foundation, RTA Design Pvt. Ltd, Chapter 2 Events and Centre for Science & Environment.

Students have also been placed in prestigious organisations such as the Ministry of Skill Development and Entrepreneurship, the National Skill Development Agency, the Central Pollution Control Board, the Ministry of New and Renewable Energy, TERI, the Centre for Environmental Research and Education (CERE), Development Alternatives, and MagicBricks, to name a few.

Best Practice II

Title of the practice: Empowering Stakeholders through Instituted Lectures & Sponsored Symposiums

Lady Irwin College recognises the importance of gaining traction for significant contemporary issues. Departments takes pride in empowering the stakeholders through instituted annual lectures and sponsored symposiums. Various nationally and globally acclaimed speakers have spoken at these events over the years. The practice is also strongly supported by alumnae of the college.

Goal:

These lectures have been in place for a long time with the goal of keeping faculty and students up to date on the newest research and expertise in the field, as well as developing and strengthening institutional networks for future research and expertise exchange.

The Context:

The College has organised lecture series and sponsored symposiums to bring together alumni, faculty, policymakers, and current students to chart their professional futures. It provides an opportunity for both undergraduate and graduate students to develop organisational skills.

The instituted lectures and sponsored symposiums are:

- Annual Lecture of the Department of Food & Nutrition - Kamla Puri Sabbharwal Memorial Lecture
- Annual Lecture of the Department of Resource Management & Design Application and Department of Development Communication & Extension- Raushni Deshpande Memorial Oration
- Annual symposium on Sustainability organized by Department of Resource Management & Design Application
- Annual Lecture of Department of Fabric & Apparel Science - Sanjam Randhawa Memorial Conference
- Biennial Alumni Lecture of Department of Human Development & Childhood Studies
- Annual Lecture of Department of Education- National Conference on Learning

Department of Food & Nutrition organizes Kamla Puri Sabharwal Memorial Lecture in memory of Ms. Kamla Puri Sabharwal who was a nutritionist by profession. Eminent specialists like Dr. C. Gopalan, Dr. M. S. Swaminathan, Dr. Vinod Paul (Niti Aayog,

AIIMS), Dr. Nikhil Tandon, Dr. Sheila Chander Vir, Prof. H. P. S. Sachdev, Dr. Aruna V. Kurpad were invited from the field of Nutrition to commemorate her memory and promote the cause of a healthy lifestyle. In November 2020, the lecture was delivered by Dr. Usha Ramakrishnan, Professor, Emory University, Atlanta, GA on "Importance of Maternal Nutrition for Child Health & Development".

Departments of Development Communication and Extension and Resource Management and Design Application jointly host The Raushni Deshpande Memorial Oration, an annual lecture. This Oration was initiated in the academic year 1999-2000 in memory of Ms. Raushni Deshpande. She was also the former Director of Lady Irwin College. The Oration has been delivered by eminent speakers like Dr. Abdul Wahid Khan, Dr. S. Y. Quraishi, Dr. R.A. Mashelkar, Dr. Vibhuti Patel, Dr. Arun Kumar, Dr. Mary P. Andrews (MSU, USA), Mr. Ashok B. Lall, who have been academicians, practitioners, activists and administrators engaged with the issues of sustainable development and social change. The Departments organized online oration on "ICTs for Rural Learning" in April 2021. Dr. Rico Lie from Wageningen University & Research, Netherlands was the guest speaker for the event.

Annual symposium on Sustainability is organized by Department of Resource Management & Design Application in collaboration with School of Planning, Design and Construction, Michigan State University, USA. The symposium has been funded by the Ministry of New and Renewable Energy (MNRE) and Energy Efficiency Services Limited (EESL), Government of India since its inception in 2008. The focus is to address different aspects of environment and sustainability like green buildings, renewable energy and energy efficiency. Eminent speakers from the industry, government and academia have been on the panel for the past 13 years.

The Department convened its 14th Annual Symposium on "Capacity Building for Clean Energy" in March 2021 in online mode. The symposium received funding support from Indian Oil Corporation Limited and included eminent speakers from the industry.

Each year, the Department of Fabric and Apparel Science holds a seminar in the memory of Mrs. Sanjam Randhawa, the founder faculty member of the Department of Fabric and Apparel Science. The first Sanjam Randhawa Memorial Conference was held in the year 2002 on the theme, 'Textile Traditions of India'. Since then, it has become an annual event of the Department. The Sanjam Randhawa Memorial Seminar is a one day event for the students of the Department. Every year, a theme related to various aspects of

textiles is taken up and eminent resource persons in those areas are invited like Dr. M. L. Gulrajani, Dr. M.S. Parmar, Ms Iva Sareen, Mr. Amarjit Singh, Ms. Shveta Gujral. The theme of the seminars have been varied ranging from 'natural dyes' to 'sizing in clothing' to 'clothing for specially challenged people', 'Technical textiles', 'Green Fashion' and so on. In April 2021, the lecture was organized in online mode on 'Garment Production: Moving towards Digitilisation' with Dr. Deepti Gupta, Professor, Department of Textile & Fibre Engineering, IIT Delhi as the guest speaker.

The Department of Human Development and Childhood Studies hosts Biennial Alumni Lectures in the Department. The main feature of this event is to initiate student faculty-alumnae academic interaction to reflect on the department's role in contributing to human development with special cognizance to human rights. To commemorate 50 years of of the department, a round table discussion was held on 10th February, 2020 with the Alumnae of the 70's as the panellists whose inspiring stories helped carve the path ahead for the Department.

The Department of Education holds International Conference on Learning annually on various contemporary issues related to education with a vision to view 'Learning' from the perspectives of different stakeholders and identifying elements for success in 'Learning'. The conference witnesses eminent speakers from the field of education and allied areas. In December 2020, the Department organised the conference virtually on the theme " Tracing pedagogical trajectory: Emerging educational policies and the new normal". The sub-themes for the event were Diversity, Equity and Inclusion, Conceptualizing 21st century skills among learners, Teacher Empowerment/Professional Development of Teachers, Guidance, Counselling and Mental health, Technology and Education, Assessment, Evaluation and Learning outcomes, National Policy on Education-2020, Online Teaching and Impact on Critical Pedagogy, Reflective Practices in Digital Pedagogy, Covid-19 Pandemic and its Impact on Mental Health of CWSNs, Disability Friendly Technologies for Inclusive Education: The New Normal and Vocational Transition, Career Paths and Employment Skills.

Evidence of success

The Lectures have consistently been delivered by illustrious experts in their respective fields. In addition, the departments have hosted national and international scholars for exchange of ideas and research methodologies. The College's multidisciplinary

strategy encourages faculty, undergraduate and post-graduate students, and PhD scholars to participate in all lectures and seminars.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://ladyirwin.edu.in/wp-content/uploads/2022/05/Best-Practices-3.pdf |
| Any other relevant information | https://ladyirwin.edu.in/wp-content/uploads/2022/06/Best-Practices-in-Action-A-Glimpse.pdf |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Lady Irwin College, established in 1932, is a pioneer in women's education, distinctively working towards inculcating a spirit of 'knowledge to serve'. Over a period of nine decades, the focus has been on empowerment through capacity building and sustainable lifestyle. Women are trained to become socially conscious and bring about a social change. Every year in the college, they are taught by setting an example. In the previous years, Centre of Excellence has been set up for Women Collectives led Social Action (ROSHNI, NCEARD {for research on diets and participation in Jan Aandolan during Poshan Mah}). RAK Child Study Centre is six decades old, hosting programmes of child care. College is recognized as SPOKE Centre on innovation by Ministry of HRD. Several programmes on sustainable development are taught in college. Last year, Lady Irwin College took the initiative of installing one of the biggest rooftop solar power plants in central Delhi as yet another example of contemporary sustainable lifestyle. Given the spread of the campus, rooftops of three main buildings of the college were selected for installation of the 218 kWp rooftop solar plant namely administrative block, new PG block and UG hostel. The College is proud to add this milestone in strengthening its core foundation. The college reaches out to several schools, hospitals and community at large through Poshan Mah, other institutions by being on their Board of Study, to name a few.

| File Description | Documents |
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| Appropriate web in the Institutional website | View File |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

- Strengthen Industry-Academia Collaboration
- Networking for PPP activities
- Active process for protection of intellectual property
- Tracking progress of PwD students
- Active placement programme
- Skilling and outreach activities with underprivileged and other communities
- Working towards building research acumen among UG students
- Student capacity building for employability
- Furthering environmental sustainability through green initiatives