



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**LADY IRWIN COLLEGE**

**DIRECTOR, LADY IRWIN COLLEGE, SIKANDRA ROAD, NEW DELHI  
110001**

**[www.ladyirwin.edu.in](http://www.ladyirwin.edu.in)**

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**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

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

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

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

- Bachelors in Home Science (Honours and Pass)

B.Sc. (Hons.) Food Technology

Ph.D. and Masters Programmes in five Home Science areas - Food and Nutrition, Human Development & Childhood Studies, Fabric & Apparel Science, Development Communication & Extension and Resource Management & Design Application.

B.Ed. and B.Ed. (ID)

PG Diploma in Dietetics and Public Health Nutrition (PGDDPHN)

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

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

## Vision

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

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

## Mission

The college strives to:

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

The courses are designed to build a cadre of professionals in the following areas:

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

Courses address larger societal issues like sustainability, health, gender, socio- economic inequalities,

community mobilization, people's participation, resource utilization, textile heritage, environment, food security, early childhood development and education.

The faculty has consistently strived to contemporize its academic content and implement new technological knowledge in the field of Home Science.

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

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Lady Irwin College is the **nodal institute of Home Science** that conceptualizes Home Science education and research in the country. It continues to unravel power of Home Science education.
- College features with in the top colleges of India with **NIRF ranking of 22 and NAAC rating of A+** in its first cycle.
- College is a recipient of **Star College Status** by Department of Biotechnology, Government of India.
- It has been granted various projects by government and non-government organizations, such as, PMFME Scheme, NCEARD, CSBC and ROSHNI by UNICEF, NIDI by MHRD, etc.
- The multidisciplinary faculty with industrial and research experience tremendously enrich the teaching-learning processes and provides innovative and multidimensional perspectives.
- The extensive publications of college faculty in scientific journals and books is synchronized with participation in workshops, seminars and conferences. Faculty has obtained numerous research grants and many have received national and international acclaim. Many resource materials have been prepared in the recent past.
- High quality inter-disciplinary research is a core strength of the college. The faculty has developed expertise in various current methodologies and research techniques and remains abreast with changing research environments.
- Strong focus on community outreach and extension at Lady Irwin has created linkages between theory and practice. These provide insights for strengthening development programmes and policies from a multi- stakeholder perspective.
- The RAK Child Study Centre of the college is a live laboratory for the Department of Human Development and Childhood Studies. It has been providing on-campus crèche and childcare programmes for over 60 years and has been a pioneer in ECCE theory and practice.
- The college has been able to build partnerships and establish linkages through MOUs with national and international universities and organisations. Cross cultural exchanges encourage students and faculty to

develop multicultural perspectives and sensitivity towards global human needs.

- College is in the heart of the national capital. This gives numerous opportunities to the students and faculty to participate in various activities taking place in the capital.
- Being centrally located and well connected, it is easily accessible to students from all the areas of Delhi NCR and the country at large.
- It has a hostel which provides accommodation to more than 200 UG, PG and doctoral students from the remotest places of India and abroad.
- The curriculum provides holistic education in the most important spheres, viz., nutrition, human development, textiles, resource management and community development, which open up various career opportunities and impart skill sets for dealing with day-to-day challenges in life.
- Covid pushed the teaching learning to take place remotely using IT tools. This led to the faculty getting trained in using various platform. Blended teaching has become a norm and various softwares has enabled access to and connect with eminent resource persons globally.

### **Institutional Weakness**

- Skewed awareness and misconceptions among the general public about the multidisciplinary nature of Home Science and its evolving nature result in enormous struggle for identity and growth. However, we strive continuously to move ahead.
- The nation-wide repute of the college attracts multitudinous applications for limited number of seats. The increasing diversity of students, coupled with a broad admission process poses a challenge for selecting students with aptitude.
- Irregular and inadequate funding for upgrading the infrastructure including research facilities, maintenance and upgradation of infrastructure, poses hinderance to adequate academic growth.
- Semester mode hampers indepth study of the curriculum.

### **Institutional Opportunity**

- NEP 2020 is a significant development in the higher education scenario in India. It promises to provide a holistic and multidisciplinary education to the youth of India that will lead to all round development of the students and equip them for various job and entrepreneurial opportunities. College adopted NEP curriculum in 2022 and has been following all the guidelines to transact its programmes.
- Internships at the postgraduate and undergraduate levels provides much needed industry exposure to the students.
- The permanent recruitments in college have brought in stability in the system. New faculty members with experience of teaching and research from various other institutes and organisations will bring a rich exchange of ideas and will help in enhancing the quality of teaching in the college.
- In the coming years, we seek to further utilize the expertise of the faculty members in formulating value added courses and use of ICT based course transaction.

- Technology mediated teaching learning offers opportunity for evolving flexible curriculum catering to different strata's of society and for continuing education and professional development of home scientists.
- College also seeks to strengthen the quality of community outreach activities planned in collaboration with the industry, government and non-government organizations and the United Nations to expand internships and student exposure for holistic professional development. Many students get absorbed by these institutions on realizing student potential during internship.
- Research undertaken in college has a special emphasis on Sustainable Development Goals (SDGs) and we seek to convert this existing research into an opportunity by conceptualizing policies to achieve targets of SDGs. An important opportunity for the college is to translate the researches into action points for community interventions and policy development, for national and international organizations and the government.
- In an endeavor to become a green campus, Solar panels have been recently installed in the college which contributes towards significant saving of fossil fuel.
- With the globalization of the education the college seeks to further increase its national and international research and internship linkages.
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Lady Irwin College and the Home Science curriculum attracts many students who are first generation learners as their families find it safe to send their daughters to the college and the course to be relevant. It is a great opportunity to empower these women who can further bring positive changes in their families and community at large.

### **Institutional Challenge**

- The college works in resource constrained environment with the faculty and administration balancing dual challenges of undergraduate and postgraduate teaching and research on a shoe string budget and infrastructure.
- Dynamic course curriculum with several pedagogical changes under Semester, FYUP and CBCS and now NEP 2020, has added new dimensions and strengthen teaching in college. However, changes in the system can act as a challenge as these are not supported with adequate resources funds and infrastructure available. We took this as an opportunity to contemporize education with changing pedagogies.
- The number of students has increased over the years under OBC and EWS categories. However, it is not supported by the corresponding increase in the sanctioned post of faculty, laboratory staff and infrastructure. Also accommodating increased number of students in the classrooms has become a challenge. College does not have space as well as funds to enhance its infrastructure for increased strength of students.
- Catering to a diverse student population brings with it certain challenges including problems in

communication and non-availability of reading/course material/teaching aids in other Indian languages. Lack of computers and ICT support creates further problems. However, teachers are from diverse population groups and continuously strive towards overcoming this challenge.

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

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Lady Irwin College, affiliated with the University of Delhi, actively refines its curriculum through collaborative faculty efforts and consultation with all Home Science Colleges. The institution addresses students' needs in terms of infrastructure, pedagogy, and assessment.

In response to the COVID-19 pandemic, teaching shifted online, with institutional IDs issued to faculty and students for seamless access.

In alignment with the National Education Policy (NEP) 2020, the college adopted the Undergraduate Curriculum Framework (UGCF) 2022, enriching its curriculum with interdisciplinary courses, counseling sessions, and diverse learning opportunities.

Committees oversaw the management of workload, timetables, and assessments. Faculty members employed audio-visual teaching aids, provided mentorship, and ensured continuous student evaluation through assignments and tests.

The college follows the University of Delhi's academic calendar for both undergraduate and postgraduate programs and has its own schedule, adhering to UGC and DU guidelines. Faculty members participate in a wide range of university-level activities such as curriculum development, setting examination papers, and contributing to the evaluation process.

With a strong commitment to the Sustainable Development Goals (SDGs), Lady Irwin College promotes academic flexibility, offering courses across several categories, including Discipline-Specific Core Courses (DSCs), Discipline-Specific Electives (DSEs), Skill Enhancement Courses (SECs), and Generic Electives (GEs). Students also have access to Ability Enhancement Courses (AECs) and Value-Added Courses (VACs).

The college employs a robust feedback system, gathering input from students, teachers, parents, alumnae, and employers. Feedback covers a range of aspects such as teaching quality, research, documentation skills, outreach activities, and personal development, all aimed at fostering a culture of continuous improvement and excellence.

## Teaching-learning and Evaluation

Lady Irwin College has navigated the challenges and opportunities of the past five years with a strategic approach to growth, inclusivity, and quality education. The College attracts the best students in the country who wish to pursue Home Science education. The college strictly adheres to the Government of India's reservation policy for the admission process. The Equal Opportunity Cell supports faculty in developing inclusive strategies for students with special needs.

During the pandemic, the college shifted to online classes, supplemented by webinars, virtual tours, and internships. The pandemic period also saw a successful transition to online learning and evaluation, ensuring continuity in education. It enhanced the use of ICT in the teaching-learning process. Both teachers and students became adept in the use of different e-platforms and software through specially organized online workshops. The faculty and students continue to use these post-pandemic as well.

The college's commitment to student welfare, mental health, and holistic development is evident through its various initiatives and structured mentorship system. The sanctioned strength of faculty is appointed each year for curriculum transaction and to ensure a good student-teacher ratio. The faculty members are highly accomplished and bring diverse experiences and competencies.

The college strictly adheres to the academic calendar of the University of Delhi and the departments of the college for effective curriculum transaction, Continuous Internal Assessment, and timely conduct of examinations. The College ensures that the Internal Assessment mechanism is transparent and efficient through monitoring by Staff Council Committees. Students are given adequate time to discuss their grievances and redressal is done in a time-bound manner.

Students are apprised of the objectives and expected outcomes of their program during the orientation program, selection of electives, and during the class, for each course. Program and course learning outcomes are assessed through continuous evaluation, internship feedback, and examinations. The attainment of the course outcomes is constantly monitored at the College and Department levels through Academic and Administrative Audits. Every year there are a sizeable number of University toppers from Lady Irwin College as a testament to the effectiveness of the college's educational strategies.

## Research, Innovations and Extension

Lady Irwin College has pioneered women's education through research, innovation and extension. Having recognized as Centres of Excellence by UGC(CAS), UN-agencies and Ministries, the college proudly holds the positions of Women Collectives led Social Action Centre (ROSHNI by MoRD), National Centre of Excellence and Advanced Research on Diets (NCEARD by MoHFW), Design Innovation Centre (SPOKE by MHRD) and Skill Development Centre by National Skill Development Council (NSDC), FICSI and FICCI. It has a diverse portfolio with respect to innovative projects that boast of the institute's research expertise and its dedication towards nation development. The college receives regular grants worth crores from various Ministries, Government Bodies, Non-Government Organizations and UN organizations with its distinctive research thrust areas along with trained and dedicated faculty investigators. College also has functional MoUs with foreign Universities (Michigan State University, University of Connecticut, USA), UNICEF, Ministries (MoRD, DBT) and Industry Partners like M3M and Home makers and Care Givers Sector Skill Council. College conducts relevant workshops/seminars/sessions on IPR, Research, Innovation & Entrepreneurship. More than 40 such events were conducted in the year 2023-24. Through such events, faculty members are encouraged to file for patents and copyrights. In the past 5 years 29 copyrights, 248 articles in UGC-CARE listed journals and more than 200 chapters in books have been published by faculty members

Extension is an integral part of the curricula at Lady Irwin College both as a core paper and outreach



components embedded in additional papers at the UG and PG levels. The college has an active NSS unit that has conducted various outreach activities to commemorate special days of national importance, such as: Clean India Campaign, Vigilance Awareness Week, Yoga Day etc. along with many donation drives. Each year, Masters students of DCE department go to communities of Delhi and provide trainings and sensitization sessions of health, environment and gender. In particular, FN&FT dept has shown its commitment to women & child nutrition by organizing various extension activities under Poshan Maah and Poshan Abhiyaan both within and outside college such as visits, talks, training programmes, nutrition mela etc.

## **Infrastructure and Learning Resources**

Easily accessible by metro and rail, the college's heritage brick buildings create a picturesque academic setting. Prioritizing sustainability and inclusivity, it features rooftop solar panels, well-ventilated classrooms, laboratories, seminar rooms, and ICT facilities. The automated library, computer resource center, and hostel cater to diverse student needs, while a horticultural farm offers hands-on learning. Ramps and accessible facilities enhance inclusivity. Event venues like Seth Ramlal Hall, Rosebowl amphitheater, and spacious front lawns host various cultural, educational, and sports events. Sports facilities include field, basketball court, tennis court, and room with gym equipment. College's swift adaptation to online tools during pandemic ensured continuous learning through educational resources which continues till date. Aligned with NEP 2020, the college blends historic charm with modern, inclusive, and sustainable facilities.

The college library, automated since 1998 and fully automated since 2005, utilizes cloud-based LIBSYS 10 software for efficient resource management. It offers 24x7 fiber optic and Wi-Fi access, OPAC, and barcode-based book circulation. Inter-library loans of books and articles are available upon request. The library provides services such as referencing, plagiarism checking, and remote access to e-resources like e-Shodh Sindhu, ShodhGanga, and e-journals through the Delhi University Library System and N-List. Supporting DELNET services and organizing usage orientations, the library sees 120-150 users daily and offers KIBO software for visually impaired students, promoting inclusivity and accessibility.

Computer Resource Center offers vital technical and academic support to staff, students, and research scholars, providing IT tools like laptops, desktops, scanners, printers, and projectors. It operates two labs with three servers and manages 671 computers, inclusive of 51 acquired through departmental projects and donations. Specialized committees support the CRC in maintaining the website and IT infrastructure. It offers 24/7 internet access via a 100 Mbps network with 25 access points and provides e-resource access through N-List. Institutional User IDs are assigned to users, while the CRC supports G-Suite, Microsoft Teams, MATLAB, SPSS, TUKATECH, and other licensed software like Ubuntu, Windows, Tally, and Quick-Heal.

The percentage of expenditure for infrastructure development and augmentation and maintenance of physical and support facilities in the last five years is 34.43 and 65.57 respectively.



## **Student Support and Progression**

Every student who joins the college receives academic, psychological, professional, and financial assistance to enrich their experience. The college fosters a meaningful partnership between students and teachers, evident in the planning of all academic, co-curricular, and extra-curricular activities. A two-day orientation program is conducted for all newly admitted students, disseminating vital information via the website, notice boards, prospectus, library, and computer resource centre.

Students with financial constraints are supported through scholarships, freeships and issue of laptops. They are regularly informed and assisted in applying for various government and non-government scholarships. Students with special needs receive numerous support services, including advanced reading software, specially designated washrooms, ramps, and elevators.

Students are integral to all college processes—academic, administrative, and co-curricular. Co-curricular activities are a vital part of the life of the students enabling them to unfold their true potential. The college provides opportunities to explore talents and interests through student societies and offers platforms for showcasing a wide array of extra-curricular activities.

The college has a strong grievance redressal system, with a well-functioning Internal Complaints Committee and Joint Consultative Committee. The Internal Complaints Committee and the Women's Development Cell organize gender sensitization and empowerment programs. The Anti-Ragging Committee and Admission Grievance Committee work to minimize admission-related issues. Police training is provided for self-defense and cybercrime awareness.

A highlighted initiative of the college is the student counselling and mentoring program, aiming for holistic growth. Teachers guide students in classroom interactions for various competitive examinations, helping them choose their best potential areas in higher education and specialization. Students are encouraged to participate in placement drives conducted by the Central Placement Cell of the University of Delhi. Some students prefer to prepare for competitive exams, join family businesses, industry, development partners or become entrepreneurs.

The college is committed to excellence in all spheres. Internships and field visits are encouraged with extension activities organized for students. This extends to alumnae, prospective employers and the community. To consolidate this relationship, the registered Alumni Association works to strengthen ties by organizing alumni meets and interactive events. Alumni support the college financially or non-financially, facilitating jobs and internships.

## **Governance, Leadership and Management**

Lady Irwin College's journey over the past five years exemplifies a commitment to its vision and mission through effective governance, leadership, and adaptation to changing educational dynamics. By embracing decentralization, participative management, and sustainable initiatives, the institution has positioned itself as a leader in women's education, fostering holistic development and societal engagement. NEP 2020 was implemented on the basis and the new academic session started in 2022-2023. The College Section Committee facilitates the efficient allocation of Discipline Specific Electives (DSE), generic electives, value addition and skill enhancement courses, empowering students to make informed choices. Some of the committees of the college that monitor quality include Academic Committee, Time table and space allocation committee and Building and Maintenance Committee, Joint Consultative Committee, Student Grievance Redressal Committee, equal opportunity cell and Anti-ragging Committee, to name a few. Implementation of e-governance in areas of operation in administration, finance and accounts, students admission and support, and examination ensures smooth functioning. The institution honors the welfare programs and follows Delhi University's norms regarding study leave, medical leave, maternity/paternity leave, Child Care (CCL), casual and earned leave. Welfare programs include group insurance, dress allowance, the Avtar Singh Bedi Non-Teaching Staff Fund, Child education allowances, medical bill reimbursement and direct hospital payment facility etc. The Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It conducts various Faculty Development Programmes which include New NAAC Guidelines 2020, Academic & Administrative Audit, Procedure for filing Intellectual Property Rights, etc. Lady Irwin College has consistently placed emphasis on financial responsibility through regular internal and external

audits, as mandated by the University of Delhi and UGC. It has established a robust system for financial transactions, with internal audits overseen by the internal financial committee, ensuring verification of expenditure details and submission of compliance reports to management. The IQAC also initiated audits such as green, academic and administrative audits. Over the period of time Lady Irwin College's IQAC has significantly improved and sustained the academic quality by encouraging faculty and research scholars to publish exclusively in UGC-approved journals, indexed in SCOPUS, Web of Science, etc.

### **Institutional Values and Best Practices**

A constituent institution for women, Lady Irwin College aims at fostering growth of all students. Several initiatives have been taken to promote gender equity, empowering women, and encouraging diverse perspectives. College organizes workshops, and seminars on women empowerment. Campus safety is ensured with CCTV, security guards, and designated spaces for women. To give a holistic atmosphere, college has committees including Internal Complaints, Hostel Committee, Women Development Cell, Anti-Ragging Committee and Grievance Committee.

Leading way to a sustainable future, College is proud to have established a 218 kWp Solar Photovoltaic (SPV) rooftop on its premises under Government of Delhi's RESCO model, which meets about 80% of college's energy demand. College has also undergone energy, environment, green and water auditing by third party for effective monitoring. Building structure provides for natural lighting and ventilation across the campus. All departments and classrooms have energy-efficient lighting options.

The College has a green campus policy to improve its environmental performance and has partnered with Jaagruti-Waste Paper Recycling Services. The campus has Aerobins (MoU with IPCA) for converting kitchen and garden waste into manure which is used for organic farming, and campus maintenance.

The College takes several steps to provide an inclusive environment and provides facilities like ramps, web accessibility, tactile paths, appropriate signages and accessible toilets. National festivals, birth anniversaries and memorials of illustrious personalities as well international events are celebrated with great enthusiasm.

The College takes pride in its commitment to leverage its best practices to advance pertinent causes. Formation of Task Force in the Department of Resource Management and Design Application has been a best practice because it focuses on adding rigour to curriculum through an annual evaluation by National and International experts. Further, departments take pride in empowering stakeholders through instituted annual lectures and sponsored symposia which have had acclaimed speakers over the years.

The College has been pioneer in women's education for over nine decades, focusing on empowerment through skill development and sustainable lifestyles. Distinctive partnerships have led to National Centres in partnership with Ministries and UNICEF, such as ROSHNI with MoRD, NCEARD with MoHFW and Skill Hub with MSDE, which position the college as nodal agency for guiding national policies.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	LADY IRWIN COLLEGE
Address	DIRECTOR, LADY IRWIN COLLEGE, SIKANDRA ROAD, NEW DELHI
City	New Delhi
State	Delhi
Pin	110001
Website	<a href="http://www.ladyirwin.edu.in">www.ladyirwin.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Anupa Siddhu	011-23711222	9891106116	-	director@lic.du.ac.in
Professor	Deepali Rastogi	-	9891436042	-	deepali.rastogi@lic.du.ac.in

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Delhi	University of Delhi	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	01-08-2016	<a href="#">View Document</a>
12B of UGC	01-08-2016	<a href="#">View Document</a>

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	31-05-2015	24	NCTE approval is valid life time
RCI	<a href="#">View Document</a>	22-05-2024	24	
RCI	<a href="#">View Document</a>	22-05-2024	24	

**Recognitions**

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

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	DIRECTOR, LADY IRWIN COLLEGE, SIKANDRA ROAD, NEW DELHI	Urban	16.43	18674.43

**2.2 ACADEMIC INFORMATION**

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Home Science,	24	Graduation	English,Hindi	125	39
UG	BSc,Home Science,Food Technology Hons	48	Sr Secondary	English	40	56
UG	BEdSplEd,Home Science,	24	Graduation	English,Hindi	38	36
UG	BSc,Home Science,Home Science Pass	48	Sr Secondary	English,Hindi	277	213
UG	BSc,Home Science,Home Science Hons	48	Sr Secondary	English,Hindi	177	114
PG	MSc,Home Science,Fabric And Apparel Science	24	Graduation	English	28	17
PG	MSc,Home Science,Resource Management And Design Application	24	Graduation	English	28	14
PG	MSc,Home Science,Food And Nutrition	24	Graduation	English	28	31
PG	MSc,Home Science,Development Communication And Extension	24	Graduation	English	28	14



PG	MSc,Home Science,Human Development and Childhood Studies	24	Graduation	English	28	22
PG Diploma recognised by statutory authority including university	PG Diploma, Home Science, Dietetics And Public Health Nutrition	15	Graduation	English	47	38
Doctoral (Ph.D)	PhD or DPhil, Home Science, Food and Nutrition	60	Masters	English	100	50
Doctoral (Ph.D)	PhD or DPhil, Home Science, Fabric and Apparel Science	60	Masters	English	100	50
Doctoral (Ph.D)	PhD or DPhil, Home Science, Resource Management and Design Application	60	Masters	English	100	60
Doctoral (Ph.D)	PhD or DPhil, Home Science, Human Development and Childhood Studies	60	Masters	English	100	60
Doctoral (Ph.D)	PhD or DPhil, Home Science, Development Communication and Extension	60	Masters	English	100	60

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				103			
Recruited	0	0	0	0	0	0	0	0	0	38	0	38
Yet to Recruit	0				0				65			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				172
Recruited	78	17	0	95
Yet to Recruit				77
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	23	0	0	11	0	0	0	0	34
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	4	0	0	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	39	0	43
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	19	0	22
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	11	0	11

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	658	444	0	0	1102
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	223	166	0	4	393
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	23	17	0	0	40
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	96	92	108	109
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	17	20	26	30
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	154	159	155	144
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	286	282	341	325
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	54	47	66	48
	Others	0	0	0	0
Total		607	600	696	656

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The strength of Home Science curriculum has always been in its strong interdisciplinary and liberal nature. Faculty with diverse specialisations are available to transact diverse NEP syllabus. It has a combination of science courses such as physics, chemistry, botany and zoology taught alongside sociology, psychology and economics. Students do the foundation/core courses in all the five areas of Home Science, viz., Foods and Nutrition, Fabric and Apparel Science, Human Development and Child Study, Resource management and design application and community and extension. They finally specialize in one of the areas by studying discipline specific electives. Further impetus to multidisciplinary nature of the</p>
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	<p>course has been given by the New Education Policy which has led to the introduction of large number of General Electives (GE), Value added courses (VAC), Skill Enhancement Courses (VAC), Ability Enhancement Courses (AEC), along with Discipline Specific Core (DSC) and Discipline Specific Elective courses (DSE). Students can even select a set of GE courses from other disciplines and can apply for masters in a particular GE if they have earned a certain minimum number of credits in that subject. In addition to B.Sc. Home Science Honours and Programme courses, college also offers B.Sc. degree in Food Technology. The NEP 2020 has greatly contributed towards multidisciplinary approach in the courses giving flexibility to the students to select courses of their choice. Possibility of minor is provided in the New Education Policy Lady Irwin College is one of the few colleges under Delhi University that offers M.Sc. and Ph.D. degree in five streams. It also offers a Post Graduate Diploma in Dietetics and Public Health and Nutrition as well as, B.Ed. and B.Ed. (ID) programmes. Consequently, there are interactions amongst students and teachers of different departments. Masters students are required to take an Open Elective course which should be from any other discipline. Likewise, students from other colleges of Delhi University have also opted for our Open Elective subjects in past years. Many Ph.D. topics are interdisciplinary and faculty members of different departments often collaborate for doctoral research and projects. In addition to regular programmes, college regularly organizes webinars, seminars, workshops, etc. on various issues for promoting soft skills, mental wellbeing, entrepreneurial skills, sustainability, and so on.</p>
2. Academic bank of credits (ABC):	<p>As per National Education Policy 2020 guidelines, a flexible system of education has been proposed, wherein, students have options to exit and enter the program at multiple points as per their convenience. While doing so, the students have the provision to accumulate credit points and resume their studies at a later stage. A student can work, earn, and build competence for a better career. ABC portal is the Academic bank of credits linked to Digilocker and students can accumulate their credits from prior learning experiences (credit earned from different</p>

	<p>institutions, across colleges and Universities, online or offline). It helps in the seamless integration of skills and experiences into a Credit-based system. Students of Lady Irwin College have started registering on the ABC portal as per the University directives.</p>
3. Skill development:	<p>Lady Irwin College is a pioneer in women's education, focusing on skill development for the betterment of the country. The college offers a wide range of courses including Nutrition and Fitness, Resources and Sustainable Development, AutoCAD, Computer Applications in Fashion Design, IT Tools, Creative Writing, Digital Marketing, Personality Development, Communication, and Training for Development. It is an FSSAI-approved FosTac training partner, providing training in manufacturing, street food vending, and catering. National Skill Development Corporation (NSDC) approved Lady Irwin College as a self-reliant and community empowerment training partner. Additionally, the college offers training at the grassroots level as a state-level technical institution for the Prime Minister Formalization of Micro-Enterprise Scheme (PMFME) in Delhi. Lady Irwin College is recognized as a Design Innovation Centre (SPOKE) of the University of Delhi with an emphasis on skill-based training programs, circular approaches, and women-centric products. Other skill-development programs include creating fashion design portfolios, training on soft skills, and nationwide webinars on specific learning disabilities. The college collaborates with various ministries, UN agencies, and foreign organizations to influence national policy and support the development of women's skills across a range of disciplines, empowering them for the development of the country.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Lady Irwin College is aligning its curriculum with the National Education Policy 2020 by integrating Indian Knowledge Systems. The college offers courses on Ayurveda and Nutrition, Indian Traditional Textiles, and other related subjects. Students have the opportunity to engage with practitioners, artisans, and experts. The NEP encourages undergraduate students to research traditional Indian food habits, ayurveda, craft persons, vernacular architecture, and indigenous knowledge systems for managing shared and scarce</p>



	<p>resources. Lady Irwin College has taken several initiatives including workshops on lifestyle for the environment, health &amp; well-being featuring yoga, paper mache, and designing products using fabric waste. The college also focuses RAK Nursery school children on Hindi rhymes and stories, promoting design thinking, and healthy diets. Additionally, the college organizes workshops on Ayurveda and Nutrition, promoting healthy diets and preventing anemia in children, adolescents, and women. It also provides hands-on training in creating and using traditional communication media, such as puppetry for social and behavioural change. Furthermore, Lady Irwin College conducts health, nutrition, and wellness series under the aegis of IQAC, and holds lectures on Poshan Abhiyaan and FNHW integration in community-led development. The college also emphasizes mural arts and innovations for the bamboo sector in India.</p>
5. Focus on Outcome based education (OBE):	<p>Lady Irwin College has always focused on outcome-based education. All its programmes and courses as well as assessments have been designed to meet the specific goals and outcomes. NEP 2020 has further emphasized on the outcome based education and college has further aligned its course transaction with the NEP guidelines. Continuous evaluation is one of the key processes to ensure that course outcomes are achieved. The college has a robust assessment and evaluation system, as per the guidelines laid down by University of Delhi. As envisioned in NEP 2020, assessment is comprehensive and ongoing, with a greater focus on formative and continuous evaluation (to provide a cordial learning environment for consistent improvement in students' performance). Results are compiled simultaneously during the semester and students as well as faculty is kept abreast with progress. This helps to concomitantly examine programme outcomes in terms of pass percentage and student grade range. NEP 2020 endorses the use of pedagogies that place an emphasis on the holistic development of students, such as discussion based learning and experiential learning, which is well integrated in the curriculum transaction at Lady Irwin College. The IQAC at college reviews its teaching and learning process, operational structures and methodologies, and learning outcomes at regular intervals. It also records</p>

	the gradual improvement in a variety of ways, particularly the attainment of students.
6. Distance education/online education:	In order to improve access and opportunities for students, NEP 2020 recognises the benefit of blended and online learning, which encourages extensive use of technology i.e., ICT enabled teaching and learning process. Lady Irwin College strives towards holistic teaching methodologies for UG and PG. Students can undertake courses on various online platforms like SWAYAM, ILLD, NPTEL, etc. NEP 2020 allows for accumulation, storage, transfer and redemption of credits over large span to allow flexibility to students to complete their education at their convenience and preference. Students can acquire credits through these online courses and transfer them to their account by using the facility of digilocker. By facilitating credit transfer, NEP 2020 has also allowed equivalence of courses. Such initiatives promote sharing of expertise across borders via international faculty and student exchange programmes with foreign universities. Lady Irwin College continues exposure to international faculty on online platforms.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The college NSS Unit facilitates the activities of the ELC. The ELC Committee has been formed with effect from May 2023 and the NSS Program Officer (PO) and NSS Staff Advisors look into the activities of the ELC along with the NSS Volunteers. Details of the ELC Committee members are provided under the following link: <a href="https://ladyirwin.edu.in/National-Service-Scheme-Unit.pdf">National-Service-Scheme-Unit.pdf (ladyirwin.edu.in)</a>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The college NSS Unit's PO and co-ordinating faculty members have been appointed to conduct the ELC activities along with Student Campus Ambassadors. The college regularly participates in all the activities initiated by the Election Commission of India and the Election Commission of Delhi. The activities include conducting voters' awareness campaigns, enrolment of new voters in the Electoral Rolls, guidance for change of name, address, and other particulars, reporting about the removal/deletion of names from the Electoral Rolls,

	ethical voting, participating in campaigns, etc. The programmes involve the students, teaching and the non-teaching staff of the college and their families.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The student campus ambassadors and the NSS volunteers work closely with the district Election Commission Office to conduct innovative activities like, organising song writing, slogan writing, poster making, reel-making competitions; election floor games, exhibitions, and youth melas, voters' pledge, etc. Sessions on awareness about and working of the EVM and VVPAT machines have also been conducted. Every year National Voters' Day is also celebrated on 25th January. Street theatre groups have also been invited to perform at the college.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college successfully completed a project awarded to Prof. Aparna Khanna by the Election Commission of India in 2017-19 titled Preparation of an Activity Kit on Elections and Electoral Processes in India. As an outcome of the project 6 traditional floor games and 5 story scrolls were developed in Hindi and English for promoting electoral literacy amongst the youth and under-reached communities in rural and semi-urban areas. These floor games and story scrolls were mandated to be used in the activities of the Chunav Pathshalas (in rural and semi-urban communities) and Electoral Literacy Clubs (in schools and colleges). The topics covered in the games included: i. Who is an Aware Voter? – Snakes and Ladders ii. Find the Forms – Maze iii. Steps to Vote – Stapoo (Hop-scotch) iv. Who is an informed voter? - Spin the Wheel Game v. Easy and Accessible Voting – Ludo vi. Matdaan Varnmala Tambola – Chart and Tambola Tickets vii. Fun in the Fair – Story Scroll viii. I am a Voter – Story Scroll ix. Magic of 6 – Story Scroll x. Swami Sir's Advice – Story Scroll xi. Visiting Delhi – Story Scroll Prof. Aparna Khanna trained Master Trainers from various states in the use of these tools for community engagement and promotion of electoral literacy. The tools have been translated in several languages by the State Elections Commissions and the Election Commissions of various UTs. B. In 2021 the college organized a Poster and Slogan Writing Competition for all the college students on the theme Voters Awareness on 10th March 2022. Dr. Monica Priyadarshni, IAS, then District Election Officer, New Delhi and Dr. Ranbir Singh. IAS, Chief

	<p>Electoral Officer, Delhi were the Chief Guest and the Guest of Honour for the event. Ms. Geeta Grover, SDM, Chanakyapuri and Shri B L Meena, SDM Elections, New Delhi also attended the event. All under graduate and post graduate students participated in the competitions. C. Students attended the Matdata Junction Radio Programme series launched by All India Radio and the Election Commission of India on 3rd October 2022. D. A workshop titled Equipping Teachers to Promote Electoral Literacy Among Future Voters to Strengthen Our Democracy was conducted by Prof. Aparna Khanna at the National Conference on Learning on 6th December 2019. E. A demonstration on 'How to Cast Your Vote', using EVM and VVPAT was conducted for the college students by the NSS Unit in collaboration with the Election Commission of Delhi on 28th and 29th February 2024. Students were given an experience of casting a mock vote on an EVM and VVPAT machine. F. The NSS Unit has conducted awareness campaigns on social media by making reels and sharing real stories of young voters.</p>
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	<p>All students above 18 years up to the batch of 2023 have been facilitated to register themselves to be enrolled in the Electoral Rolls and more than 95% students have received their EPIC Card.</p>

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1597	1642	1777	1734	1724
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 170

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
101	103	103	103	103

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
123.26	77.20	157.67	213.35	337.72

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

Lady Irwin College adheres closely to the University of Delhi's ordinances, ensuring a transparent and interdisciplinary approach to curriculum implementation. The college focuses on addressing student needs through improved infrastructure, pedagogy, and assessment methods, staying aligned with university standards.

It has followed the Learning Outcome-Based Curriculum Framework (LOCF), Choice-Based Credit System (CBCS), and National Education Policy (NEP) guidelines, particularly the Undergraduate Curriculum Framework (UGCF) 2020, to enhance undergraduate and postgraduate courses. These improvements include value-added courses and internships to boost students' skills.

During the COVID-19 pandemic, the college quickly transitioned to online teaching in March 2020, supported by capacity-building workshops and video demonstrations. While curriculum modifications were made to accommodate the situation, quality was maintained through regular reporting. By February 2022, in-person teaching resumed, with staggered practical sessions and clear course communication. The adoption of UGCF 2022, in line with NEP 2020, marked a significant development, enhancing the curriculum through collaboration and consultation with Home Science Colleges.

Various committees within the college ensure smooth operation and continuous improvement. These committees oversee workloads, timetables, and assessments, guaranteeing continuous evaluation through assignments and tests. The Academic Committee manages planning and teaching effectiveness, addressing assessment issues, and communicating decisions during staff meetings. Heads of departments or relevant committees prepare postgraduate (PG) and undergraduate (UG) exam schedules, while the Section Committee organizes orientation sessions to help students select courses.

Lady Irwin College aligns its academic calendar with the University of Delhi's, ensuring adherence to standard admission procedures, teaching schedules, and examination timetables. The college's calendar also highlights departmental seminars, workshops, and community outreach events. The Prospectus Committee ensures the development of a detailed prospectus every year, and the Timetable Committee oversees the efficient use of resources like classrooms, labs, and seminar halls, especially under the new NEP structure that includes Value-Added Courses (VAC), Skill Enhancement Courses (SEC), Ability Enhancement Courses (AEC), Discipline-Specific Core (DSC), and Generic Electives (GE).

The Attendance Committee consolidates the students' monthly attendance records semester-wise. The Examination Committee sets internal assessment dates according to DU guidelines, with practical assessments conducted continuously. The Internal Assessment and Moderation Committee verifies and

moderates internal assessment (IA) marks. Faculty workloads and schedules are communicated before each semester, and departments collaborate with the Internal Quality Assurance Cell (IQAC) for self-evaluations. The Students' Grievance Committee addresses various student concerns, and the Mentorship Committee offers guidance, while the Mentoring Programme allows students to provide feedback on curricular issues, college infrastructure, and administrative matters.

Digital platforms are utilized for Continuous Internal Evaluation (CIE) and end-semester assessments, maintaining academic integrity. Continuous student feedback helps refine the teaching-learning processes. Faculty members offer support and mentorship to students, actively engage in curriculum development, and collaborate with other institutions. Digital proficiency is promoted through college email IDs, and students are familiarized with curricula and resources through an Orientation Programme.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 42

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### Other Upload Files

1

[View Document](#)



**1.2.2**

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years***

**Response:** 27.11

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1437	694	54	53	59

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**1.3 Curriculum Enrichment****1.3.1**

***Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum***

**Response:**

Lady Irwin College is deeply committed to the holistic development of its students through the integration of cross-cutting issues into its curriculum. The college ensures that themes such as gender, environment, human rights, cultural diversity, food nutrition, corporate social responsibility (CSR), health & hygiene, rural development, local challenges, and sustainable development are seamlessly embedded in both core and elective courses across all programs.

The curriculum includes a focus on gender studies, promoting equality and addressing gender-based issues through dedicated courses and workshops. Environmental science courses emphasize sustainability, eco-friendly practices, and the importance of conservation. Human rights and cultural diversity are explored through various social science disciplines, fostering an understanding and appreciation of diverse cultures and the fundamental rights of individuals.

Food nutrition is a cornerstone of the curriculum, with comprehensive programs in food technology and nutrition that address contemporary issues such as malnutrition, food security, and public health. CSR principles are integrated into business and management courses, encouraging students to adopt ethical practices and contribute positively to society.

Health and hygiene are promoted through courses in home science and public health, highlighting the importance of healthy living and sanitation. Rural development initiatives are a key aspect, with students engaging in community outreach programs that address local challenges and support sustainable development.

The college also emphasizes research and practical application through dissertations and theses, allowing students to explore these cross-cutting issues in depth. Research projects often focus on finding solutions to real-world problems, and promoting innovative and sustainable practices.

Additionally, Lady Irwin College organizes seminars, workshops, and awareness programs to sensitize students to these critical issues, providing them with practical knowledge and skills to make a positive impact in their communities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 23.98

#### 1.3.2.1 Number of students undertaking project work/field work / internships

Response: 383

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 84.53

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
607	600	696	652	717

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

2023-24	2022-23	2021-22	2020-21	2019-20
794	794	794	794	695

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 72.45

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2023-24	2022-23	2021-22	2020-21	2019-20
321	318	331	331	358

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

2023-24	2022-23	2021-22	2020-21	2019-20
478	478	478	478	378

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 15.81

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

Lady Irwin College has always emphasized student-centric learning. Due to the pandemic, classes in the years 2020, 2021 and half of 2022 were virtual. Apart from conducting the regular online classes, the faculty also organized webinars, special lectures, virtual tours, online internships, online research, and e-workshops to augment the curriculum and enhance learning experiences. Students wrote dissertations on diverse topics after conducting online data collection during the pandemic, 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. Mentors gave support online. Students also participated in co-curricular activities online, celebrating special events and participating in inter-college events. Google classrooms are still being used to share reading material as well as links to other e-resources including audio-visual aids which improve learning. Classrooms are equipped with projection facilities for faculty and students to make their presentations. Students are trained to use software like AUTOCAD, TUKATECH, CORELDRAW, DietSoft, etc.

The college offers both UG and PG students internship opportunities to enhance experiential learning. As a part of the curriculum the Master's students go for a 4-6 week internship during the summer break. Bachelor's students have also been encouraged to undergo internships during the summer break. The National Education Policy curriculum has an internship/ apprenticeship option in place of a Skill Enhancement Course which encourages the student to learn in the field. Food Technology students also undertook research projects under the DBT Star College Scheme and enhanced their skills in laboratory research.

Field trips and educational tours give the students the feel of and exposure to the community as well as the organisations which are working in fields related to their subject of study. The students of the Department of Education are placed each year in schools for practice teaching. Students of public health nutrition, resource management and development communication and extension learn by working with the community through NGOs and other organisations we partner with. Students of fabric and apparel science interact with craftspersons to learn the traditional methods of weaving, printing and preservation of textiles. The Human Development and Childhood Studies Department houses the Raj Kumari Amrit Kaur Child Study Centre and the Saraswati Puri Nursery School which offer a wonderful opportunity to the students to observe and learn.

The teaching learning process focusses on participative learning in classroom activities and discussions. We also use problem-solving methodologies in which students are encouraged to ask questions, to seek answers, and to think critically in order to address the issues. Project based approaches enable students to take initiative and responsibility for tasks, collect information, and discuss their findings in a logical and coherent way under the teacher's guidance. By creating a more immersive and engaging learning experience students are prepared for the challenges and opportunities they may encounter in their future careers.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

**2.4.1****Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 99.61**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
103	103	103	103	103

**File Description****Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)
**2.4.2**

*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

**Response:** 97.08**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
98	100	100	100	100

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

The college follows the broad guidelines given by the University of Delhi for conducting the Continuous Internal Evaluation (CIE). The prospectus provides details of the internal assessment process. The process is monitored by the Internal Assessment (IA) Committee which is a statutory Committee of the Staff Council comprising of the Vice Principal, Staff Council Secretary and 2 senior teachers.

Under the Choice Based Credit System (CBCS) 25% marks of theory papers and 50% marks of the practical papers were for internal assessment. For theory papers (maximum marks 100), 5 marks were for attendance and there were two assignments of 10 marks each. These assignments could be in the form of tests, quizzes, presentations, assignments etc. as per teachers taking that course and as a Department policy for parity among different sections of students and teachers taking these courses. The evaluation is planned keeping course outcomes in mind.

During Covid-19, revised guidelines issued by the University of Delhi were followed which specified that for theory papers, instead of earlier three components of IA viz. tests, assignments and attendance, only one component i. e. internal assignment should be conducted using online tools.

With the implementation of the National Education Policy in July 2022, weightage for internal assessment was revised for different papers like AECC, VAC, SEC, Core and faculty members were apprised of the same. The internal assessment for LOCF papers was conducted as specified in earlier guidelines.

The notice for scheduling Internal Assessment was given by Convenor of the Internal Assessment Committee. Faculty members accordingly informed students about the syllabus to be covered and nature of the assignment. The faculty conducted Internal Assessments as per schedule. In case two faculty members taught a theory paper, the Internal Assessment was jointly conducted and assessed by the teachers. The marks of Internal Assessment and corrected papers were shared with students in their classes. The marking scheme and modality for continuous internal evaluation was shared with students to



keep transparency in the system. The students were given an opportunity to seek clarification.

The IA marks for all subjects were submitted by faculty members in a common format duly signed by the students and faculty members for systematic compilation within the prescribed time schedule. For practicals, continuous evaluation of assignments was done.

During Covid, assignments were given and received from students in prescribed format via e-mail/ Google classroom as per scheduled timelines. In the online mode, IA scores were mailed by faculty to a common mail id viz., internalassessment@lic.du.ac.in in a prescribed format. Teachers were sensitive to the hardships students were facing during the lockdown period. Laptops were issued to needy students. Relevant resources were provided to all students to prepare them for assessments.

For each of the theory papers, attendance was uploaded by faculty each month using software on ladyirwinonline.com. The students could track and monitor their attendance at any point of time.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

***Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website***

#### **Response:**

The College offers both undergraduate and postgraduate programmes. The undergraduate programmes have been revised according to the National Education Policy in 2022. The postgraduate programmes are currently running in the Learning-Outcome based Curriculum Framework. For both kinds of curricula, the programme outcomes are clearly stated in the syllabi and are uploaded on the college and Delhi University website. The information about courses offered and their outcomes is published in the College prospectus for the benefit of aspiring students.

Every year the College conducts undergraduate and postgraduate orientation sessions for new admissions in which programme outcomes are explained to students. Teachers in charge of various Departments make presentations about the courses offered in postgraduate programmes and the kind of careers which the different programmes lead to. These are reiterated during the programme in interactions with alumni who are regularly invited for special talks and workshops to the college. Interactions with alumni further helps the student appreciate the career prospects and opportunities. This is also an opportunity for the faculty to take feedback and suggestions on the courses that need to be improved and the components which will make them more relevant.

The faculty teaching different courses begin classes by explaining to the students the relevance of studying that course and how it will help the student in their career. Course optioning committees also explain to the students about the different Discipline Specific Elective options offered by the different departments. Departments also help the students to choose optional papers by informing them about the outcomes of these courses during special counselling sessions. Separate counselling takes place in college for Generic Elective, Skill Enhancement Course and Value Added Courses. An information booth is set up for professional guidance about the various courses being offered each semester. The college also offers Internships in lieu of Skill Enhancement Courses under the National Education Policy Curriculum Framework.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Lady Irwin College has established a comprehensive assessment and evaluation system, designed to ensure the effective attainment of both program and course learning outcomes. Central to this system is the principle of continuous evaluation, implemented throughout the academic year through a diverse array of assessment methods. These include assignments, quizzes, presentations, and projects, all aimed at providing students with regular feedback on their progress. In addition, the semester structure includes two internal assessments – a test and an assessment, both evaluated by teachers – further enhancing the ongoing feedback process. This comprehensive approach empowers faculty members to meticulously track student progress, ensuring that knowledge acquisition and skill development remain aligned with the overarching program goals.

The college recognizes the importance of experiential learning and its role in bridging the gap between theoretical knowledge and practical application. To this end, students actively engage in summer internships at reputable organizations and undergo practical examinations. These real-world experiences provide students with valuable opportunities to apply theoretical concepts in practical settings and develop essential problem-solving skills. The evaluation process during these experiences involves not only faculty committees but also professionals from relevant institutions and industries, offering a multi-faceted and holistic perspective on student performance.

M.Sc. students are required to formulate a well-defined research design, conduct an extensive review of relevant literature, and engage in either fieldwork or experimental work. The research proposals are reviewed by a Technical Review Board as well as an Institutional Ethics Committee with external experts. This process culminates in the preparation and presentation of a dissertation, which undergoes rigorous evaluation by a panel of examiners. This ensures that the research conducted meets high academic standards and that students develop robust research skills.

At the conclusion of each academic year, all assessment results are meticulously collated to provide a comprehensive analysis of program outcomes. This Academic Audit encompasses critical metrics such as pass percentages and grade distributions, offering valuable insights into student performance across various courses and programs. These insights are then leveraged to identify and celebrate high-achieving students during prestigious events like Founder's Day and University Convocation.

Furthermore, the college places significant emphasis on tracking student outcomes beyond graduation. Student placement data and progression to higher studies are meticulously documented and analyzed by each department. This data serves as a crucial indicator of the effectiveness of the college's academic programs. By examining student career trajectories and postgraduate pursuits, the college can identify areas for program enhancement and ensure that its offerings remain relevant and aligned with the evolving needs of the professional landscape. This commitment to continuous improvement ensures that graduates and postgraduates are equipped with the necessary skills and knowledge to thrive in their chosen fields.

Lady Irwin College's unwavering dedication to a continuous improvement cycle, underpinned by a robust and comprehensive assessment and evaluation system, guarantees an exceptional educational experience for its students. This approach transcends mere acquisition of knowledge; it prepares students for academic success, fulfilling careers, and a lifelong journey of learning and growth.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

#### Pass percentage of Students during last five years (excluding backlog students)

**Response:** 99.32

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

2023-24	2022-23	2021-22	2020-21	2019-20
597	638	685	643	641

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

2023-24	2022-23	2021-22	2020-21	2019-20
604	640	686	654	642

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:**

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 1054.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
111.9	167.2	252.4	154.6	368.2

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

Lady Irwin College is committed to advancing knowledge and skills through innovative projects and research. The college's dedication to innovation has earned accolades from organizations such as the Food-Safety-and-Standards-Authority-of-India and the Puducherry Academic-Researchers Academy. To stimulate PhD scholars to pursue innovative research and community outreach, the college awards the "Anupa-Sahi-Siddhu-Gold Medal for Excellence in Doctoral Work." The Department-Research-Committee oversees research clearance and grant administration. "Kanwal-Bodhi-Research-Award" was initiated by donor to promote faculty research. The college regularly hosts workshops on Patent Drafting/Filing & Prosecution, and Concept-Prototyping.

In 2023-24 alone, 45 seminars/ workshops focused on Research Methodology & Perspectives, Intellectual-Property-Rights (IPR), and Entrepreneurship were conducted. Faculty members have been recognized with patents and copyrights for their innovations. Students/scholars/faculty have received

awards for their contributions.

Significant outcomes of the college's innovation and research activities include:

**ROSHNI – Centre of Women Collectives-led-Social-Action:** This initiative promotes gender inclusivity and addresses issues in food-nutrition-health-water-&-sanitation, and hygiene (FNHW). It supports scaling up DAY-NRLM's Dashasutra Strategy and POSHAN Abhiyan through toolkits and training modules.

**Yuva Shakti Mela:** An event where students present projects on development and social change. During the COVID-19 pandemic, the mela was held online, encouraging students to share their ideas and innovations.

**DESIGN INNOVATION CENTRE:** Under the MHRD-NIDI-Scheme, the centre has developed several innovations, including Jantu, Waste to Wisdom, Vega Wheel, Bagu, and Solar Charpai.

**Department of Development Communication & Extension (DCE):** This department applies Human-Centred-Design approaches to child survival, growth, and development, collaborating with UNICEF to develop modules on Social & Behaviour Change for other Indian universities.

**Skill Hub Centre:** Conducts training programs with NGO boys & girls on paper-bag making in collaboration with the Ministry of Skill Development and Entrepreneurship. M3M initiated seed money such activities.

**College Herbal-and-Nutrition-Garden:** In order to promote healthy diet, the in-campus garden cultivates organic and dietary rich vegetables and is accessible to students/teaching and non-teaching staff/extension personnel/Anganwadi workers etc.

**SPOKE-Innovation Centre:** The centre conducts workshops/training programmes on critical topics such as patent filing and prosecution, cardboard mould prototyping, creative use of fabric waste, agricultural waste for new material and product development.

**Student-led Initiatives:** Students are encouraged to organize business fests, webinars, and book discussions, enhancing their analytical and leadership skills.

**Industry-Academic-Interface:** The college invites representatives from various organizations to strengthen collaborations, helping faculty innovate and adapt teaching and research to contemporary needs.

**Additional Innovation Efforts:** Workshops have focused on topics such as waste plant materials, digital nutrition, design thinking, capsule wardrobes, and innovating new millet recipes for health, millet processing and technology, waste paper recycling, manure. Innovative approaches have also been used textile, embroidery, and food product development.

**Indian Knowledge Systems:** Under the National Education Policy (NEP) 2020, the college integrates traditional knowledge with modern learning. Courses like Vedic Mathematics, Ayurveda and Nutrition, and workshops on Ayurveda and Nutrition reinforce traditional Indian knowledge. The curriculum also

incorporates Indian dietary practices, culinary skills, medicinal knowledge, and traditional communication methods, revival of India's traditional and costumes, cultural heritage, sustainable practices, and dyeing and painted/printing technique, ensuring a holistic educational approach.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response:** 127

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

2023-24	2022-23	2021-22	2020-21	2019-20
45	16	15	5	46

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response:** 1.46

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
71	62	43	42	30

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.3.2

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

**Response: 1.2**

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

2023-24	2022-23	2021-22	2020-21	2019-20
49	44	53	31	27



File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

Lady Irwin College incorporates extension and outreach as key elements in both undergraduate and postgraduate curricula, with a strong focus on fostering social responsibility and civic engagement among students. These activities aim to bridge academic learning with practical application, offering students valuable real-world experience while benefiting the local communities.

The college actively engages in various initiatives across Delhi-NCR, either independently or in collaboration with recognized organizations such as Ministry of Youth Affairs and Sports, FoSTaC-FSSAI, MoHFW & UNICEF, Department of Women and Child Welfare, MoRD, NDMC tec.

Key initiatives of the college include Swachh Bharat, vigilance awareness campaigns, COVID vaccination camps, fitness measures for optimal human performance at various environmental conditions in collaboration with Defence Institute of Physiology and Allied Sciences. workshops on cervical cancer, anti-tobacco campaign, HIV-AIDS awareness, gender issues, health and hygiene. Others include plantation drive and short video making on World Earth Day in collaboration with Ministry of Earth Sciences, national poster and slogan competitions to promote voter awareness in collaboration with the Election Commission of India, conducting flash mobs on social issues, and adult literacy programs. Several workshops/trainings on subjects were organised on nutrition, food-safety, textile innovation, impact of climate change on textiles, and adolescent health services.

- **Department of Food and Nutrition and Food Technology:** The department conducted several nutrition-related activities under **Poshan Maah, including nutrition melas and workshops on food safety, Training of Anganwadi workers and FBO for MDM.** Other key activities undertaken by the department are **dietician workshop** under the aegis of Gastroenterology research and education society, **community outreach activity to promote Infant and Young Child Feeding practices, Anemia camp organised at Kilkari Rainbow Home for girls,**

**Training for Basic Manufacturing and Advanced Catering etc.**

- **Department of Fabric and Apparel Science:** To promote Indian textiles, the department undertook initiatives such as workshop on **measuring carbon footprints in the Textile and Apparel sector**, webinar on **Weaving a sustainable textile, Textile Innovation**
- **Department of Development Communication and Extension:** Some key activities of the department include workshops on **SBC and community media, Innovations in Rural Healthcare, SBC Campaign on stopping use of single use of plastic, Each One Enable One Program, Mental Health Awareness campaign, Evaluation Fest, health and education program for pregnant and lactating women, at NDMC medical centre.**
- **Department of Resource Management and Design Application:** The department conducted trainings for **slum children for reuse and recycling waste, training on Design Toys from Waste Materials for National ToyCathon Competition 2022, training for PWDs in painting and waste reuse for National and International Abylimpics, France 2023, project on new material and product development from agri-waste.**
- **NSS/NCC/Red Cross/Youth Red Cross Activities:** These units of the college have conducted extension activities such as **Jan-Andolan in Poshan Abhiyaan on Maternal Nutrition, programme on hand washing and hygienic practices in NDMC school during Poshan Maah, talk of women's safety, cancer awareness campaigns, HIV/AIDS, donation drive, Fit India freedom run.**
- **Eco Club:** The club of the college is organised programmes such as **Reuse to Restyle, Waste Warriors, Brush Strokes and Bottles.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.4.2****Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

Between 2018 and 2024, the college has made significant strides in its extension activities. Numerous awards and recognitions were received by faculty and students across various departments of Lady Irwin College for their contributions to social initiatives, academic excellence, and professional training in both national and international platforms. The college's commitment to resource management, extension and teaching excellence has been recognized with awards like the Indo-Asian Teaching Excellence Award and the Dr. Rajammal P. Devadas Memorial Award to Prof. Anupa Siddhu, the director of Lady Irwin College. These awards highlight the college's strong engagement in national programs, professional training, and community outreach, reinforcing its leadership in extension fields such as nutrition, public health, and sustainability.

Several certificates of appreciation were awarded for contributions to initiatives such as "Poshan Maah"

(2018), Swachh Bharat (2019), and the "Swasth Bharat Yatra" (2019) by government bodies like the Ministry of Women and Child Development, FSSAI, and the Ministry of Youth Affairs and Sports.

Faculty members, for their contribution in extension related works, have been recognised and included as members of various public bodies such as the Nutrition Society of India and AFSTI Delhi Chapter in 2024, SLTI Delhi under the PMFME Scheme. Faculty were appreciated for delivering expert lectures and workshops on topics such as public health, sustainable textiles, adolescent health, and social behaviour change communication.

Several faculty members received master trainer certifications in food processing, and educational workshops in nutrition, food safety, and textile innovation were organized. Moreover, a design patent for an ultrasound diagnostic machine was accepted by the Indian government in 2024.

**To cite a few, Dr. Pallee Shree** was recognized by the **Government of India** in 2024 for her innovative contribution to medical technology. Her design for an **Ultrasound Diagnostic Machine**, which was accepted and published as a patent, exemplifies her contribution to advancing healthcare solutions. **Prof. Lalita Verma** was honoured by the **Delhi Government** in 2023 for her leadership in chairing sessions during key events, earning recognition for her extension activities. **Dr. Sheetal Chopra** was awarded the **ESDA Environmentalist Award 2023** during the **4th World Environment Summit**, jointly organized by the **Environment and Social Development Association (ESDA)** and **Galgotias University**. Her work in environmental advocacy and sustainable development has garnered attention for its impact on promoting environmental awareness and sustainable practices. **Dr. Aparna Agarwal** has made substantial contributions in 2024, taking on multiple leadership roles. **Dr. Dimple Rangila** received a **Letter of Appreciation** in August 2023 from the **Delhi Public School Society** for her role as an expert in a session that addressed diversity and inclusion.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.3

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 293

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

2023-24	2022-23	2021-22	2020-21	2019-20
62	57	52	40	82

  

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 999

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

#### Response:

With its heritage brick buildings nestled among tall trees and convenient metro and rail connectivity, college offers a picturesque setting conducive to academic pursuits. Integration of roof-top solar panels showcases college commitment to sustainability, while ample ventilation and natural light within classrooms, seminar rooms, and laboratories creates a comfortable atmosphere for learning. Inside most of the classrooms, seminar rooms, and laboratories, ICT facilities are seamlessly integrated, enhancing the teaching and learning experience.

- **Rajkumari Amrit Kaur Child Study Centre-** Child Study Centre caters to practical experience of students in college. Comprehensive child care services are offered by the Centre, including a creche, day care for children up to 12 years, therapy, and a play school. The child care services are for college faculty and also outsiders.
- **College hostel** is housed in two buildings and accommodates around 200 UG and PG students, both Indian and foreign.
- **An automated library**, equipped with the latest ICT requirements and CCTV surveillance, provides resource-rich space for academic pursuits.
- The **Computer Resource Centre** caters to digital and printing needs of students and faculty
- A **horticultural experimental farm** provides hands-on learning opportunities in farming.

During the pandemic, the college swiftly adapted to providing online teaching-learning tools like G Suite and Microsoft Teams, ensuring uninterrupted access to educational resources. Software packages and conferencing tools were procured to ensure uninterrupted access to educational resources.

The college aligns with the transformative vision of the National Education Policy (NEP) 2020, which is evident in its seamless integration of historic charm with modern facilities, prioritising inclusivity and environmental responsibility. Comprehensive support services like institutional ID assistance during orientation programs, serve as gateways to educational resources, including those from Delhi University. Inclusivity is prioritised through the provision of ramps, lifts, and accessible toilets catering to

students and faculty with special needs. The college has ample facilities for organising various events of the university, both of national and international importance, as well as for community outreach activities. It optimally uses its resources throughout the calendar year. Various meeting areas foster personalised interactions and academic engagement.

- **Seth Ramlal Hall**, seats 150-200 people, along with a green room. It has been used to celebrate Hindi Pakhwada, Teachers' Day, Seminars, Gandhi Jayanti, Delhi University events, Freshers' Talent Contests and Students' Annual studentsannual festival.
- **Rosebowl open-air amphitheater** has the capacity of seating 250-300 people. It is utilized for outdoor cultural, and social events as well as educational programs like Hindi Pakhwada, Placement meets and other events.
- **Front lawns** with a capacity of around 1800 are used for annual events like Students' Festival, Independence day, Founder's day, Alumnae meet, Diwali mela, Yuva Shakti mela etc.
- **Sports field/back lawns** hold various events like Sports day, Students' farewell, and sports activities like Hockey, Shotput, Yoga Camps, etc.
- **Basketball Court** is multipurpose
- **Tennis Court**
- **Sports room** with gymnasium equipment.
- **Pillar area** is used for different activities like self-defense workshops, Yoga and Dance

Neighboring venues like Kamani, FICCI, and Triveni auditoriums, Ambedkar and Shriram Centre are also hired for larger gatherings.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 34.43

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
26.35	25.40	59.54	77.18	124.60

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

#### Response:

The college library has been automated since 1998 with the purchase of a desktop server and LIBSYS software version 3.2 and has been fully automated with all the subsystems since 2005. At present, the library is using cloud-based 'Web Centric Libsys-version 10' Integrated Library Management Software (ILMS) allows efficient management of library resources, including circulation, cataloging, and search functions. The library offers 24x7 fiber optic and Wi-Fi connectivity, providing users with continuous access to the internet and a variety of databases. Library OPAC is available 24x7 from any internet-enabled device. Users can go to the **URL <https://licopac.libsys10.in>** and search the library database. This URL also acts as a library website where important notices/information can be shared. Books are issued and returned using bar code technology, and automated check-in/checkout email notifications are sent to the users. Inter-library loans of books and articles are also arranged on request.

In addition to the circulation facilities for its members, the library also provides referencing services, bibliographical services, plagiarism checking facility, and remote access to e-books, e-Shodh Sindhu, ShodhGanga and e-journals via Delhi University Library System (DULS) and N-List (National Library and Information Services Infrastructure for Scholarly Content). The library is a member of the Developing Library Network (DELNET) family since 2000 and gives DELNET surfing and service facilities to college faculty, research scholars, and students. Orientation to effective library usage for students, faculty, and non-teaching staff is also organized from time to time. Ph.D. and M.Sc. theses are also available for reference. With an average footfall of 120-150 users per day (offline and online) over the years, the library is optimally used by students and faculty.

The library has also acquired trial premium access to an academic writing AI platform, QuillBot to write emails, essays, projects, etc. It also provides the facility of text-to-audio conversion and language translation of printed or handwritten documents with the help of KIBO device, which promotes digital inclusivity. This device is particularly beneficial for students who are visually impaired and have language concerns, as it has the ability to listen, digitize, and translate in a variety of languages.

<b>File Description</b>	<b>Document</b>	
Upload Additional information	<a href="#">View Document</a>	
Provide Link for Additional information	<a href="#">View Document</a>	



## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The college has a Computer Resource Center (CRC) which provides technical and academic support to staff, students, and research scholars. The CRC is essential in providing tools and services, such as laptops, desktops, scanners, printers, and projectors, to support faculty, non-teaching staff, students, and research scholars in their academic and research pursuits.

- The CRC is well equipped with advanced IT facilities and is supported by specialized committees, including the CRC committee and website committee, which are established by the staff council and approved by the governing body to oversee the maintenance and updates of the website and IT infrastructure. The use and maintenance of computers are overseen by the technical staff.
- The University of Delhi and the UGC provide financial help in the development of IT infrastructure. The CRC has two laboratories equipped with computer units and three servers.
- The college possesses 671 computers, inclusive of 51 computers that were procured via departmental projects and donations. 16 computers were added from 2019 to 2024. The college is connected to the university network via a 100 Mbps MPLS-VPN, and the facility is accessible 24 hours a day. This connectivity is equipped with 25 access points.
- Institutional User IDs and credentials are assigned to each student, faculty, and non-teaching staff member to facilitate access to the internet and the digital library.
- The CRC extends access to e-resources via N-List for academic pursuits. It also offers G-Suite and Microsoft Teams support to guarantee the seamless operation of courses.
- Students have access to software tools such as TukaTech, which is used for pattern manufacturing in the garment industry, and AutoCAD, which is used for design purposes.
- The University of Delhi provides licensed software, including Windows Server 2008 (R2), MATLAB, and SPSS. The college has also acquired software licenses, such as Ubuntu, Windows 7 and 10, and the Microsoft Office box pack (purchased in 2022). Tally and Quick-Heal Total Security, all of which are with the most recent update patches and virus definitions.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 2.38**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 671

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***Response:** 65.57**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
96.91	51.79	98.13	136.17	213.12

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 6.64

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
144	144	83	97	95

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

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

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.1.3**

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 73.51

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

2023-24	2022-23	2021-22	2020-21	2019-20
2362	874	1096	1157	740

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.1.4**

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

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

**Response:** A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 42.29

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
95	287	419	343	211

**5.2.1.2 Number of outgoing students year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
597	638	685	643	641

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.2.2**

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 16.66

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

2023-24	2022-23	2021-22	2020-21	2019-20
54	114	83	26	31

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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 last five years**

**Response:** 330

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

2023-24	2022-23	2021-22	2020-21	2019-20
36	56	136	70	32

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.3.2**

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

**Response:** 84.8

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
30	63	82	142	107



File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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**

**Response:**

The Lady Irwin College Alumni Association (LICAA) is a registered and active organisation with many alumnae as its members. It has a very active calendar of activities that bring together alumni for various college-related activities, projects and events. LICAA sponsors educational events, department events, holds sessions in the UG and PG departments' orientation programmes and also supports professional chapter of the departments. Many scholarships in college have been instituted by the alumni. It hosts an annual event to officially induct the outgoing batch and the Distinguished Alumna Award is presented by LICAA to one of its illustrious alumna every year usually in February-March. The Association participates in the college festival by putting up stalls. The college conducts meetings with its Alumni Association where former students are invited to provide suggestions for improving the facilities and operations. Alumni meets hosted by different departments invite former students to share their professional experiences. The college uses the intellectual contributions of their alumni employed in academic or professional domains to enrich and enhance the quality of curriculum. They also provide 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	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### Response:

Lady Irwin College's journey over the past five years in particular and nine decades in general, exemplifies a commitment to its vision and mission through effective governance, leadership, and adaptation to changing educational dynamics. The college kept countries' five years plan in mind since the early 1950s and participated in national development. By embracing decentralization, participative management, and sustainable initiatives, the institution has positioned itself as a leader in women's education, fostering holistic development and societal engagement among its stakeholders. The journey of Lady Irwin College reflects a story of innovation, sustainability and product development. The college delegates authority and grants operational autonomy to its functionaries, promoting decentralized governance. At the helm of the institution is the Governing Body (GB), which oversees college activities in accordance with University of Delhi (DU) ordinances and guidelines. Operational planning is executed through various Staff Council committees chaired by the Principal, with a teacher serving as the Secretary. Faculty members play pivotal roles in these committees, clubs, and cells, engaging in curricular, co-curricular, and extracurricular activities alongside students to foster holistic development. Decentralization is reinforced through the appointment of departmental representatives, teacher-in-charges, and faculty members in key administrative positions. Students also actively participate in college affairs, serving as office-bearers and contributing to the organization of departmental and college level events, festivals and extracurricular activities. The College Time Table Committee, convened within the staff council, demonstrates meticulous planning and proactive resolution of issues concerning timetables and space allocation for students comprising a Convenor and representatives from each department. Similarly, the College Section Committee facilitates the efficient allocation of Discipline Specific Electives (DSE), Generic Electives (GE), and Skill Enhancement Courses (SEC), empowering students to make informed choices. Additionally, the decentralized approach to curriculum revision under the Learning Outcomes-based Curriculum Framework (LOCF) enabled widespread faculty involvement at various stages of course and curriculum development. Faculty members from different departments contributed by designing course content, setting learning objectives, and aligning the curriculum with desired outcomes. Through this participatory model, faculty played a pivotal role in shaping a holistic and inclusive academic framework that catered to the evolving educational landscape. Similarly, the successful implementation of the solar photovoltaic (SPV) project underscores the institution's proactive stance towards sustainability, guided by effective leadership and collaborative decision-making.

Effective leadership is demonstrated through various administrative practices, including the formation of a Covid Task Force and the swift transition to online teaching and learning during the pandemic. Leadership is further evident in the promotion of faculty and staff, fostering professional growth within the institution. Additional initiatives include the creation of a green campus and the regular conduction of

energy audits to promote sustainability. The institution also demonstrates leadership by effectively implementing key government policies, such as the National Education Policy (NEP), and ensuring the use of Rajbhasha in official communications. This structured approach to governance aligns with both the short-term and long-term Institutional Perspective Plan, ensuring sustained growth and adherence to the institution's mission and vision.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### Response:

AIWEFA is the parent body who plays an important role in nominating names for college Governing Body, which are finally approved by University of Delhi. Principal/ Director is the member secretary of the governing body and administrator of the college who coordinates all the activities of the college. Vice Principal, Teacher Incharge of departments, Bursar, Warden, Librarian, Administrative Officer, Senior Personal Assistant, Senior Technical Assistant Computer, Facility Provider enable effective functioning of the institution. All the policies, (recruitment rules) and service rules provided by the University of Delhi are followed by the college. Staff service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism is defined and approved as per the rules of the University of Delhi and staffing pattern of the UGC/DU. The quality parameters of the college are in alignment with the parent University and the UGC. All the strategic plan and deployment documents are either sent by University of Delhi/UGC or are available on the University of Delhi website. Many of the academic quality parameters are framed by the Staff Council and implemented through various committees of the Staff council which are monitored by the Director. The IQAC monitors all these parameters and policies. Followings are some of the committees of the college that monitor quality:

**Academic Committee:** It controls and monitors the academic workload and exam results of students. This committee scrutinizes the student-teacher ratio, sanctioned work load and adherence to time table; revision and newer approaches in transacting of syllabi.

**Time table and space allocation committee:** The UG time tables are prepared by central committee and PG departments which is then uploaded on the website.

**Building and Maintenance Committee:** It monitors the upkeep and maintenance of the building. The committee facilitates repairs and replacements of parts as and when required in the building.

Several other committees enhance the quality of environment creating open and safe space for the students like Joint Consultative Committee, Student Grievance Redressal Committee, equal opportunity cell and Anti-ragging Committee, to name a few.

When CBCS was introduced in the University of Delhi in 2015, the College introduced it by following the policies and instructions as given by the University. The pandemic led to several challenges in continuing with the teaching- learning process. several strategies were taken for smooth conduct of virtual classes like creation of Google classrooms, subscription of Google Meets/Zoom/MS Teams , etc. to familiarize the faculty and students with new methodology. Many webinars and Faculty Development Programmes were also held. Then strategies for resuming the offline classes in February 2022 were deployed. NEP 2020 was implemented. Under the NEP, as a strategic plan only those options were given to students in various courses like VAC, SEC, GE and AEC apart from the DSC which were interdisciplinary and the college had core staff and infrastructure. This ensures scaling the core competency within the college. Under the NEP, the process of installation of Digilocker app and Academic Bank of Credits for students has been initialized.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2

#### *Institution implements e-governance in its operations*

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

The institution honors the welfare programs and follows Delhi University's norms regarding study leave, medical leave, maternity/paternity leave, Child Care (CCL), casual and earned leave. Welfare programs include group insurance, dress allowance, the Avtar Singh Bedi Non-Teaching Staff Fund, Child education allowances, medical bill reimbursement and direct hospital payment facility etc. The college provides LTC (Leave Travel Concession), and Ward Quota for staff ward enrollment. Staff are eligible for pension benefits. On site accommodations are available for teaching and Non Teaching staff, there are 35 residential units, a bank, a Crèche, a childcare facility, and a nursery school available to staff. Grievance committee comprising of the superintendent of administration, two teacher representatives in the Governing Body, and three elected members of the non-teaching staff addresses the complaints of the teaching staff. The Internal Complaints Committee is in charge of monitoring the welfare of the staff. Requests under the Right to Information (RTI) Act are handled by the college's designated Public Information Officer. The IQAC conducts various Faculty Development Programme which includes New NAAC Guidelines 2020, Academic & Administrative Audit, Procedure for filing Intellectual Property Rights, etc. Workshop on financial literacy and investment, usage of Hindi in work environment, personality development, special lecture on basic IT tools, seminar on understanding photography through creative lens, etc. have contributed towards capacity building and professional development.

The appraisal system for the teaching and non-teaching staff is defined by the University of Delhi. Teaching staff members must fill out the Annual Performance Appraisal Report (APAR) form, which has three sections: A, B, and C, as part of the yearly appraisal procedure. This form includes general faculty information, specifics about instruction, learning, assessment, administrative duties, co-curricular activity participation, and any other relevant data.

Non-teaching staff are categorized into administrative, library, and laboratory/class IV staff. The APAR form is divided into four key sections: duties, targets, personal information of non-teaching personnel, any gaps in target achievement, and a detailed grading system. Staff members fill out the form for the yearly non-teaching appraisal, which is then evaluated and given a score by the reporting officer.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 0.58

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	2	0	0	1

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>

### 6.3.3

***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative***

*training programs during the last five years*

**Response:** 12.24

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
44	20	26	25	10

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
106	103	98	99	102

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

The management of financial resources at Lady Irwin College is a multifaceted process that involves sourcing funds from various channels and ensuring their optimal utilization. The institution employs a range of strategies to achieve this, including securing grants from the University Grants Commission (UGC), collecting student fees, accessing government funding for specific projects, and engaging in sponsorships for events and students aid scholarships. Committee consisting Director, Bursar, Department Incharges, Finance committees, and the accounts department, all of whom work together to manage spending within allocated budgets and rules.

Details of total grants received by Lady Irwin College from non-government bodies, individuals, philanthropists year wise during the last five years (INR in Lakhs) is as following:

#### NON-GOVT. GRANTS

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
1556419.34	11081233.00	10079315.13	19660716.00	18879456.00	6365726.00

These figures do not include philanthropic donations that are in kind such as air conditioners, industrial sewing machines, etc. given to the institutions by the donors.

To enhance resource utilization, faculty members play a proactive role in securing research grants that contribute to improving college infrastructure. The campus works hard to maintain well equipped classrooms and ample green spaces, facilities a wide range of activities including community outreach programs. Additionally, the institution's comprehensive library supports Home Science studies and serves as a valuable resource for both national and international students. Students and faculty from other states utilize library readership.

Lady Irwin College places a strong emphasis on financial responsibility, conducting regular internal and external audits in accordance with mandates from the University of Delhi and the UGC. These audits ensure compliance with legal requirements and help maintain transparency in financial transactions. The college meets audit deadlines diligently, submitting necessary documents such as the CAG 2018 proforma within stipulated time frames. There are regular CAG audits namely 2020, 2024. Internal audits are conducted by the internal financial committee, which verifies expenditure details and submits compliance reports to management. External audits occur annually and are carried out by independent auditors, they help to file returns. External audit presently going on for financial year 2023-24

Monitoring of financial resources involves careful budget planning three times a year incorporating input from department heads. The budget covers both recurrent expenses like salaries and utilities, as well as one-time expenditures such as furniture procurement and laboratory supplies. Expenditure is tracked meticulously by the accounts department and department heads. Expenditure is made in approved budget head. all expenditure requires sanction and approval from accounts office/officer.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### Response:

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. During pandemic, ICT enabled classes were made interesting by adopting diverse methodologies and developed effective assessment criteria for each topic taught. IQAC suggested a variety of methods for online teaching and evaluation, internal assessment (including continuous evaluation for practical classes). Special training on ICTs (to be used by students and teachers) was done by ICT committee constituted for this purpose. By adopting innovative methodologies, the teaching-learning could be made effective. There were regular workshops and webinars held and recordings were provided to all. Students, less than 400 who required, were issued laptops from college for online open book exams during lockdown. Transition to offline learning required intensive changes in operational methodologies such as sanitization of classrooms & labs, following covid protocols at college. The IQAC optimised procedures, operations, and learning outcomes in accordance with University of Delhi requirements. The IQAC also initiated audits such as green, academic and administrative audits. By prioritizing sustainability, Lady Irwin College is advancing the government's green agenda while enhancing academic excellence and operational efficiency. Financial and administrative assessments are routine, alongside energy audits to improve efficiency and sustainability. Special attention was given to PWD students' empowerment and gender equity in the college campus. Equal Opportunity Cell (EOC) is a constant endeavour of the institution to give the students with special needs an inclusive environment.

Series of meetings were held at the college level, university level as well as at the level of department of Home Science meetings with all affiliated colleges towards the implementation of NEP 2020. By June 2022, the draft curriculum for all programmes were formulated by faculty members with faculty of other institutions. The Academic Committee, a statutory body, has diligently implemented the National Education Policy at the undergraduate level since July 2022, forming staff council committees and focusing on evaluation guidelines and academic audits. The NEP committee addresses implementation challenges, supported by a third-party academic audit. Regular meetings were conducted to address content, evaluation methods, and monitoring procedures, fostering collaboration not only within the college but also with the University of Delhi and Cluster Colleges. Over the period of time Lady Irwin College's IQAC has significantly improved and sustained the academic quality by encouraging faculty and research scholars to publish exclusively in UGC-approved journals, indexed in SCOPUS, Web of Science, and PubMed. The selection committees for faculty promotion to associate professor and

professor has been held subsequent to thorough verification and assessment by the Internal Quality Assurance Cell, ensuring adherence to quality standards indicating impact factor, international indexes such as Web of Science, SCOPUS, UGC CARE publication and plagiarism check.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.5.2

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

Lady Irwin College, a pioneering institution for women's education, has initiated numerous efforts aimed at promoting gender equity and fostering an inclusive environment on campus. The college's commitment to gender equity is evident through its proactive steps in organizing a wide range of activities. Webinars on essential topics like menstrual hygiene management, transgender rights, workplace sexual harassment, and health and well-being are held annually. These efforts are designed to raise awareness and empower students to address and overcome gender-related challenges in their personal and professional lives. Capacity building of students is done through VAC and SEC courses on pertinent issues like financial management, digital skills for employment and participatory learning and action. Furthermore, Lady Irwin College provides gender studies as an elective subject at both undergraduate and graduate levels, ensuring that students are sensitized to the importance of gender-related issues in academia and beyond.

To ensure safety and security, the college campus is well-equipped with CCTV cameras, and security guards are deployed at the gates. This infrastructure is aimed at fostering a safe environment for students and staff alike. Additionally, the college hosts the Yuva Shakti Mela every year, which focuses on the principle of "Each One Enable One." This event engages neo-literate boys and girls, encouraging them to take action to improve their quality of life and become empowered individuals. The institution has a robust mechanism to address student concerns. Various committees such as the Internal Complaints Committee (ICC), Women's Development Cell (WDC), Anti-Ragging Committee, and Hostel Committee work together to provide a comprehensive environment for students. These committees address issues such as sexual harassment, gender sensitivity, and student grievances, ensuring that the campus remains a safe, inclusive, and equitable environment for everyone.

A unique aspect of Lady Irwin College's approach to gender equity is the organization of workshops and seminars focusing on women's safety and self-defense training, in collaboration with the Delhi Police. The college also takes pride in holding cervical cancer workshops, health and well-being seminars, and self-defense training sessions, all aimed at empowering women with essential skills for self-protection, well-being and health seeking behaviour. Events like "Know Your Rights" workshops and webinars on domestic violence during the COVID-19 pandemic underscore the institution's dedication to addressing critical issues surrounding gender-based violence. The college is also involved in research and academic activities surrounding gender issues. Numerous M.Sc. dissertations have been conducted, exploring topics such as the role of women in self-help groups (SHGs), water and sanitation initiatives, perceptions of gender in preschoolers, and women in employment. These academic efforts underscore the college's dedication to understanding and advancing gender equity through research and its practical applications.

Through its comprehensive programs and initiatives, Lady Irwin College remains committed to its mission of advancing gender equity, promoting diversity, and cultivating an inclusive and safe campus environment where all students have the opportunity to thrive safely.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

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

**Response:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

Lady Irwin College is deeply committed to promoting inclusivity, tolerance, and harmony, embracing the diversity of linguistic, cultural, socio-economic, and regional backgrounds. The college adheres to the principles of the Indian Constitution, ensuring that all students and staff are sensitized to their rights, duties, and responsibilities as citizens.

**Few Key initiatives include:**

**National Celebrations:**

Celebration of national festivals such as Gandhi Jayanti, Republic Day, and Independence Day at Lady Irwin College to foster a sense of constitutional responsibility and collective efforts. Anniversaries of prominent Indian leaders are celebrated. Events such as *Rashtriya Ekta Diwas* promote unity and remembrance of national heroes. The college also celebrates Good Governance Day, Rajbhasha Day, and electoral day for encouraging and instilling the value of responsible citizenship among students and employees.

**Constitutional Awareness:**

The college actively engages in generating constitutional awareness through workshops and campaigns. Events like *Constitution Day* and *Voter Registration Drives* highlight the importance of democratic participation and voting rights. *Vigilance Awareness Week* and the *Integrity Pledge* reinforce transparency and accountability among staff and students.

### **Reservation Policies:**

The college strictly follows government policies on reservations for student admissions and staff recruitment. Scholarship schemes and fee concessions are offered to students from economically disadvantaged backgrounds. These efforts reflect the college's dedication to inclusivity and social justice.

### **Inclusive Committees:**

The college has established an Equal Opportunity Cell, SC/ST Cell, and a UG Admission Grievance Committee to maintain an inclusive environment and resolve grievances.

### **Cultural and Linguistic Diversity:**

- The college celebrates linguistic diversity through events like *Hindi Diwas-Pakhwara*, *Antarrashtriya Matribhasha Diwas*. Students also learn various languages as AEC courses.
- The dance society, *Nrityanjali*, showcases classical dance forms representing various states, promoting cultural diversity. Events like *Shuddh Desi Shaam* organized during Navratri shows celebrations of regional festivals.
- The college conducts cultural festivals like *Saumyata'24*, where students from across Delhi participate in events such as *Timeless Echoes*, *Charkhe Ki Dor*, and *Swadeshi Stories*, celebrating India's rich heritage.
- College also celebrates the Founders day each year with full fervour.

### **Environmental and Social Responsibility:**

- In addition to cultural festivals, the college organizes several civic and environmental initiatives that encourage active participation from students and staff.
- Annual events like **Swachhta Diwas**, **Poshan Maah** and **Plantation drives** are organised to promote environmental awareness, civic responsibility, and social engagement.
- The National Service Scheme (NSS) organizes regular cleanliness drives and environmental campaigns.

### **Empowerment and Student Development**

- Workshops on self-defense, sustainable development, and civic engagement are regularly conducted to equip students with essential life skills.
- The UG Orientation Program, titled "SASHAKTIKARAN: Planting Seeds of Self-Empowerment," focuses on instilling confidence and self-empowerment in students, preparing them to face real-world challenges with resilience.

Through its wide array of programs and initiatives, Lady Irwin College consistently promotes excellence,

inclusivity, cultural diversity, and responsible citizenship. The institution's unwavering commitment to these values is reflected in its academic, social, and cultural activities, which align with national policies and institutional protocols, ensuring the holistic development of its students and staff.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

Women empowerment through digital literacy is a UN and global mandate for digital literacy, entrepreneurship and economic self-reliance. Our parent body AIWEFA has a representation in women forum of UN every March. Digital reach and literacy are key to scaling development and economic programs. Lady Irwin College has taken significant initiatives in this area which were tested and augmented during Covid. The first computer center in the University of Delhi was established at Lady Irwin College in 1992, integrating computers in Home Science education since then. The college took quantum leap in undertaking 100% digital literacy of women in college, providing laptops to all needing it. Further, the curriculum has been enriched through the integration of advanced software programs such as SPSS, AutoCAD, Rhinoceros, Dialux, and Google SketchUp. Digital literacy is also imparted through optional VAC and SEC courses under NEP which are computer based such as Basic IT Tools, Digital Marketing, Digital film production and Digital Empowerment. This integration has not only advanced students' technical proficiency but also fostered their creative problem-solving abilities and communication skills. Today 1700 students are computer savvy, learning various computer programs on design, research and computer based skills.

Lady Irwin College has established a highly effective task force that bridges academic pursuits with industry standards. This initiative, ongoing for seventeen years, has led to systematic evaluation and enhance teaching methodologies, research initiatives, and student placements. The collaborative research endeavors facilitated by the task force have afforded students numerous benefits, significantly advancing their academic and professional growth. The task force has facilitated paid internships and placements with prominent organizations, including The Energy & Resources Institute (TERI), IIT-Delhi, AECOM, the Department of Environment for the Government of NCT of Delhi, the Ministry of New and Renewable Energy, Development Alternatives, the Central Pollution Control Board, the Indian Pollution Control Association, the Design Innovation Centre, and MagicBricks, to name a few. In addition, the task force members are taking initiatives to further the association with Lady Irwin College.

Among the prominent research projects supported by the task force are evaluations of government

initiatives in off-grid solar applications, capacity building for energy management, the correlation between emotional value and product retention, occupational health and safety assessments for construction workers, and analyses of solar skill development programs. These projects not only reflect the college's commitment to addressing current challenges but also significantly enhance the educational experiences of its students. This best practice is in line with the international agenda of reducing digital divide and reducing carbon foot print through lifestyle changes by women.

In addition, a series of lectures and symposiums have been instituted to foster collaboration and facilitate the exchange of knowledge. These events promote interdisciplinary dialogue, engage eminent scholars from diverse fields, and create a comprehensive learning environment conducive to active participation. Over the years, these practices have substantially advanced the college's academic reputation, encouraged interdisciplinary cooperation, and reinforced its commitment to educational and research excellence.

Notable institutional lectures include the Kamla Puri Sabharwal Memorial Lecture, established in 1973 to honor Ms. Kamla Puri Sabharwal. This lecture series features distinguished experts such as Dr. C. Gopalan and Dr. M. S. Swaminathan, who address topics related to promoting a healthy lifestyle. Another significant event the Raushni Deshpande Memorial Oration, initiated in 1999-2000 in memory of Ms. Raushni Deshpande, has featured eminent speakers like Dr. Abdul Wahid Khan and Dr. S. Y. Quraishi, who discuss issues of sustainable development and social change.

In addition to these, the National Conference on Learning, held annually, addresses a broad spectrum of contemporary educational issues from a forward-thinking perspective, featuring notable speakers like Prof. Marmar Mukhopadhyay and Prof. Anupam Ahuja. Similarly, the Sanjam Randhawa Memorial Conference, which began in 2002, focuses on various aspects of textiles and attracts prominent figures such as Ms. Jaya Jaitly and Ms. Iva Sareen.

Thus, Lady Irwin College has cultivated a holistic learning environment through these best practices. The institution's strategic emphasis on advancing academic excellence, fostering interdisciplinary collaboration, and aligning with industry standards has significantly elevated its educational and research achievements.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**



Lady Irwin College constantly strives to achieve growth and excellence through professional development and skills for women empowerment. The college offers academic programs catering to women students from diverse backgrounds and interests. Besides undergraduate degrees, it also provides opportunities for students to pursue postgraduate and doctoral studies, fostering their growth and development in their chosen fields. The college also offers B.Ed. degree in Special Education (ID). Over a period of nine decades, focus has been on empowerment through skill development, capacity building and sustainable lifestyle. For the same, the college prioritizes partnering with Government of India for national development since inception. Women are trained to become socially conscious and bring about a social change at family, community and national level. The college has been networking and collaborating with various governmental and non-governmental organizations of national and international repute in various capacities. The college lays emphasis on state of the art education, research and extension by nurturing innovation, leadership and national development.

The college strives at addressing a critical gap in sustainable development education, which is in line with future demand and industry requirements. While transacting the curriculum, the college provides an enriching experience to develop research focus and thrust in the area of sustainability. Students are given enriching experiences through different pedagogies to build their knowledge skills and aptitude in the area. Towards this effort, the Department of Resource Management & Design Application, Lady Irwin College, in collaboration with School of Planning, Design and Construction, Michigan State University, USA; has been organizing its prestigious annual symposium on Sustainable Development for more than sixteen years, with sponsorship from Ministry of New & Renewable Energy, Government of India and Energy Efficiency Services Limited, a JV of PSUs under Ministry of Power.

Lady Irwin College emphasizes on partnering with Government of India for national development. Having being recognized as Centres of Excellence by UGC (CAS), Ministries and UN-agencies, college proudly establishes and holds National Centres in partnership with Ministries and UNICEF. These are Centres of Women Collectives led Social Action, 2018 (ROSHNI with MoRD), National Centre of Excellence and Advanced Research on Diets, 2018 (NCEARD with MoHFW), Design Innovation Centre (SPOKE of MHRD), and Centre for CSBC/HCD (with UNICEF), 2023. The first centre established at college was RAK Child Study Centre, 1955 to understand growing Indian child. As part of the centre, several MoUs were signed and RAK Child Study Centre hosted numerous Fulbright fellows as visitors. The college reaches out to several schools, hospitals and community at large through Poshan Mah, and other institutions by being on their Board of Study.

ROSHNI, initiated by the Department of Development Communication & Extension, Lady Irwin College, functions as a semi-autonomous centre governed by the administration and governing body norms of Lady Irwin College, as per University Grant Commission norms, and has entered in an MoU with Ministry of Rural Development, GoI. This centre has served as technical support unit to DAY-NRLM for knowledge management, policy and convening support for food, nutrition, health, family planning, gender-transformative work and WASH interventions with and for women self-help groups and their federation network under DAY-NRLM.

NCEARD, established in 2018 within the Department of Food and Nutrition at Lady Irwin College with start up support from UNICEF, is a technical assistance resource centre to the Ministry of Health and Family Welfare, Government of India on research and policy formulation for women's nutrition. NCEARD centre of foods and nutrition has partnered with National and State governments and also various reputed organizations such as International Institute For Population Studies (IIPS), Medical colleges (Lady Hardinge Medical College and associated Kalawati Saran Children's Hospital and Lal

Bahadur Shastri Hospital), National Centre of Excellence and Advanced Research on Anemia Control, UNICEF, Alive and Thrive, Nutrition International, National Institute of Nutrition, Yenepoya Medical College and Institute of Economic Growth (IEG).

The college continues to partner as Skill Development Centre with National Skill Development Corporation (NSDC, Ministry of Skill Development and Entrepreneurship), FICSI and FICCI. The college was instituted as Project Institute under PMKVY 1.0 and as Skill Hub Centre under PMKVY 3.0. NSDC identified Lady Irwin College to be the training partner for paper bag making under Skill Hub Initiative. Under this initiative, the college has empowered beneficiaries towards supporting environment and imparted self-employment skills. This program aimed at training candidates for the job of a “Paper Bag Maker”, in the “Green Jobs” Sector/Industry. The College is Nodal Centre for Food Safety Training by FSSAI. The College has also been recognized as State Level Technical Institution (SLTI) under PMFME, a flagship scheme of Govt. of India, for skill development of entrepreneurs and district level trainers under ODOP.

The college as well as faculty have earned several awards and distinctions. They are recognized in their areas and are invited as experts and resource persons in every part of the country. With well-trained faculty and state-of-the-art infrastructure, college partnerships with Government Ministries, UN-bodies and International organizations, have strategically placed college as nodal agency to guide national policies.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

- NEP 2020 is a significant development in the higher education scenario in India. It promises to provide a holistic and multidisciplinary education to the youth of India that will lead to all round development of the students and equip them for various job and entrepreneurial opportunities. College adopted NEP curriculum in 2022 and has been following all the guidelines to transact its programmes.
- Internships at the postgraduate and undergraduate levels provides much needed industry exposure to the students.
- The permanent recruitments in college have brought in stability in the system. New faculty members with experience of teaching and research from various other institutes and organisations will bring a rich exchange of ideas and will help in enhancing the quality of teaching in the college.
- In the coming years, we seek to further utilize the expertise of the faculty members in formulating value added courses and use of ICT based course transaction.
- Technology mediated teaching learning offers opportunity for evolving flexible curriculum catering to different strata's of society and for continuing education and professional development of home scientists.
- College also seeks to strengthen the quality of community outreach activities planned in collaboration with the industry, government and non-government organizations and the United Nations to expand internships and student exposure for holistic professional development. Many students get absorbed by these institutions on realizing student potential during internship.
- Research undertaken in college has a special emphasis on Sustainable Development Goals (SDGs) and we seek to convert this existing research into an opportunity by conceptualizing policies to achieve targets of SDGs. An important opportunity for the college is to translate the researches into action points for community interventions and policy development, for national and international organizations and the government.
- In an endeavor to become a green campus, Solar panels have been recently installed in the college which contributes towards significant saving of fossil fuel.
- With the globalization of the education the college seeks to further increase its national and international research and internship linkages.

### Concluding Remarks :

Lady Irwin College is a leading institute for Home Science education and research in India, ranked 22nd by NIRF and rated A+ by NAAC. With Star College Status from the Department of Biotechnology, it engages in innovative, multidisciplinary teaching and research, fostering strong community outreach, global partnerships, and holistic education in nutrition, human development, textiles, and resource management. The college is centrally located in Delhi, offering accessible opportunities and on-campus accommodation. It has adapted to blended learning, leveraging IT tools for enhanced global connections and expertise.

College, affiliated with the University of Delhi, continuously refines its curriculum through collaborative

faculty efforts and alignment with the National Education Policy (NEP) 2020. The college adopted the Undergraduate Curriculum Framework (UGCF) 2022, introducing interdisciplinary courses and various learning opportunities. Faculty employ innovative teaching aids, ensuring continuous student evaluation.

The college follows the University of Delhi's academic calendar and actively participates in university-level activities like curriculum development and exam evaluation. It offers a range of courses, including Discipline-Specific Core and Elective Courses, Skill Enhancement, and Generic Electives, fostering academic flexibility.

Lady Irwin College promotes inclusivity and sustainability with accessible infrastructure, solar power, and eco-friendly initiatives. Its automated library, research center, and computer resource center support students and faculty in their academic pursuits.

During the COVID-19 pandemic, the college seamlessly transitioned to online learning, utilizing ICT tools and software. Post-pandemic, these tools continue to enhance the teaching-learning process. The college prioritizes student welfare, mental health, and holistic development through structured mentorship and various support systems, including scholarships and resources for students with special needs.

The college is also a hub for research and innovation, conducting numerous workshops on intellectual property, entrepreneurship, and skill development. It holds partnerships with national and international institutions and receives significant grants for research. Lady Irwin College has pioneered women's education for over nine decades, fostering empowerment through skill development and sustainable lifestyles. Its partnerships with government bodies and organizations like UNICEF solidify its role as a leader in shaping national policies.