



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GARGI COLLEGE

SIRI FORT ROAD, NEW DELHI - 110049

110049

<https://gargicollege.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gargi College was **established in the year 1967** and is a leading South Campus college of the University of Delhi. It is a college for women and offers education in Arts and Humanities, Commerce, Science and Education.

Gargi College was named after an enlightened woman named Gargi, figuring in the Brihadaranyaka Upanishada of the Vedic Age. She emerges as an intelligent and bold person embodying the spirit of inquiry juxtaposed with faith as is shown by her penetrating and challenging questions to the great sage Yajnavalkya. In the Upanishad, Gargi represents the intellectual potential of the race of *Homo sapiens*, who continues to manifest herself, in quest of ever-widening fields of knowledge.

Gargi College believes in her mission statement that **every student who passes through the portals of the college emerges as a wholly developed individual symbolizing the spirit of enterprise and inquiry that characterizes Gargi.**

Gargi College, one of the two colleges in Delhi to have been awarded the prestigious **College with a Potential for Excellence grant**, by the University Grants Commission in the year 2004-2005, was chosen because of its holistic approach towards teaching and its excellent track record in academic and other aspects of college functioning. Nine departments namely Botany, Chemistry, Commerce, Elementary Education, Microbiology, Physics, Psychology, Zoology, and the Women's Development Centre are currently engaged in innovation and experimentation in the undergraduate programme, using modern methods of learning and evaluation. This award is in recognition of the endeavour of the college to engage in advanced research and socially purposeful projects over and above the regular college events.

Vision

It is a constant challenge for Gargi College, an institute of higher learning to define and update its vision. The spirit of Gargi, the woman scholar from the Upanishads, guides the mission of this college, which is to produce women of substance, whose feet will be rooted while their hands reach out to steer change and progress. It is our constant endeavour, that every student who passes through the portals of the college emerges as a wholly developed individual symbolizing the spirit of enterprise and inquiry that characterizes Gargi. There is a paradigm shift in the educational focus of Gargi college. Teachers are now urged to move from imparting knowledge to becoming mentors, encouraging self-learning, innovation and creativity amongst students. Further, they work towards building leadership skills, problem solving and envisioning reforms.

To make this institute of higher education a center of excellence by promoting knowledge, creating new knowledge, and finding its applications by tapping the potentials of staff and students.

Mission

- To give equal opportunity of excellent education to students coming from diverse sections of society.

- To encourage innovative methods of teaching-learning for quality education.
- To promote innovative ideas in research among teachers and students.
- To sensitize and increase social responsibility among students toward deprived communities.

Objectives

- To improve the academic performance of the students.
- To build in students professional competence in order to acquire positions of leadership.
- To make young women complete human beings and inculcate in them mutual respect and appreciation of shared humanity.
- To expand alumni network for resource generation, students' internships and placements.
- To promote collaboration with industries and other organizations for research and add-on courses for the students for skill development and enriching academics.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Faculty members

- * The Institution has highly qualified teachers, with 71% of them holding PhD and/or post doctoral experience.
- * Faculty members update their discipline-specific knowledge and digital technology trends through various self-development programs, conferences, and workshops.
- * Teachers are involved in active research, as evident from publications in reputed journals.
- * Teachers contribute as members of University committees for curriculum design, setting question papers and evaluation.
- * Teachers mentor cultural and value added societal activities, thus contributing to holistic education.
- * The key strength is teachers' positive interaction with students along with a motivational environment.

Non-teaching staff:

- * They are dedicated, punctual and solve issues related to admission, fee, scholarships, examinations, thus contributing to the smooth running of the institution.
- * They actively contribute to the community life of the college by providing logistic support in organizing functions.
- * Laboratory staff ensure maintenance of the laboratories with all equipment in working condition, supply of all chemicals and biosafety guidelines for smooth running of practical classes. They work in close association with students and teachers in practical classes and suggest teacher-centric as well as student-centric improvements.
- * Library staff serve as search engines in providing physical access to study material and accessing digital

resources.

Infrastructure: Library, Classrooms, Laboratories, Seminar Hall and Auditorium

* Library is fully digitalized and also gives physical access to textbooks, magazines, question papers, open source e-resources and faculty publications. It also provides access to the premier database, "Vidwan", (an Expert database and National Researcher Network).

* Most rooms have LCD projectors and college campus is Wi-Fi enabled.

* During the pandemic, additional routers were installed for smooth online teaching and administrative work.

* The Institution has a multipurpose, well maintained auditorium with its foyer and basement used for rehearsing cultural performances and conducting theatre Practicum.

* A state-of-the-art seminar hall is maintained for organising conferences and teaching large groups of students.

* The college playground has the most green cricket ground and has a tennis court of international standard.

Location advantage:

* Institution is easily accessible by road transport and metro connectivity within Delhi and NCR.

Institutional Weakness

The weaknesses can be enumerated in view of the main objective of the institution which is to provide every student with the best possible facilities including academic, recreational, sports and hygienic restrooms. Considering the continuous increase in the strength of the students, the institution is aware of the following:

* Ever rising expectations of students related to infrastructure of latest comfort and convenience in comparison with the infrastructure of the private universities/institutions.

* Restriction on the extension of the college building owing to its location in the vicinity of the archaeologically protected zone is a major constraint.

* Issues related to the seamless internet connection which is a consequence of the college being located in a VIP area with jammers and hence the restricted Wi-Fi connectivity.

* Further, Institute's close location to a residential area is a major constraint on installing any tower by network providers due to objections raised by the RWAs.

Institutional Opportunity

The institute keeps a positive approach and has taken the pandemic in stride and used it as an opportunity to do the following:

Teacher/Staff-centric

- * Faculty members embraced new technologies (preparation of PPTs, videos, online lectures, video presentations) and pedagogies and continuously explored opportunities for self-development.
- * Virtual labs-videos were made for conducting practical classes.
- * Number of teachers pursuing FDPs was made flexible by (removing the cap of 2 teachers per department) the institution, thus providing an opportunity to update themselves.
- * Opportunities for learning new teaching-learning methodologies, attending webinars, online FDPs were made more accessible.
- * All academic and non academic staff became more aware of the digital architecture by using diverse digital platforms.
- * Lack of internet connectivity was tackled by college by installing routers to counter the challenges of network issues.

Student-centric

- * Several new online short-term courses were conducted for students to keep them motivated while continuing to learn the beyond curriculum topics.
- * University's and college OBE system allowed pursuance of higher education without losing students' precious time.
- * Significance of life skills was discussed and elaborated to students by several online workshops related to mental health, yoga and meditation.

Society-centric

- * Opportunity to serve neighborhood and beyond through vaccination drives and helping communities beyond the stakeholders of the institution.
- * Compassionate steps taken at personal and institutional level for employees affected financially, during pandemic.

Overall, Gargi college is confident that weaknesses can be seen as challenges and challenges can be converted to opportunities with a vision to excel.

Institutional Challenge

- * Students from diverse backgrounds (a mix of urban, provincial and rural backgrounds) along with academic diversity (state boards and mix of CBSE and ICSE) face adjustment issues. To mentor them and address their

personal and other problems is challenging.

* With widespread usage of digital technology, cyber security in college is of concern.

* Providing Wi-Fi connectivity to each student is a challenge.

* Learning online teaching tools and teaching using the same tools simultaneously was a major challenge for teachers during the pandemic.

* It was challenging to capture student attention and continue with student mentoring in the absence of personal interaction of teachers with students.

* Assessment of the student activity and engagement with them in the virtual classrooms was not easy.

* Keeping the students motivated during the pandemic while coping with online teaching-learning process is challenging.

* Conducting practical classes and simulating the hands-on experiments virtually, to teach students who have not seen the college laboratories, was demanding.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum implemented at Gargi College is prescribed by the University of Delhi. The college ensures its systematized, structured, and optimized implementation by executing, revising, and upgrading it at regular intervals. All the courses are based on Choice Based Credit System which was successfully implemented in 2015-16 as per university guidelines. The courses under the CBCS scheme have an interdisciplinary approach, also comprising of papers specially designed to include important crosscutting issues which are productively and innovatively taught by the faculty by using both formal and informal methodologies. The distinguished faculty at Gargi apart from evaluators and paper-setters are also members of important academic bodies and subject experts of curriculum revision committees.

Some courses and certain papers offered are based on experiential learning where students are encouraged to solve real world challenges by taking up inventive projects and undertaking field work for practical knowledge. The college has been effectively offering self-funded Add-on Courses and introduced some new ones. These courses provide an opportunity to get an extra edge and prepare them with insight and skills required for their professional growth. The Continuous Internal Evaluation ensures that learning outcomes are achieved, and teaching strategies are modified and adjusted as per individual requirements of the students. The performance and progress of the students are regularly appraised to ensure their holistic development. To keep up with a comprehensive approach towards education, feedback related to teaching and curriculum is collected and analysed for quality enhancement from various stakeholders by college's Internal Quality Assurance Cell.

Teaching-learning and Evaluation

The college is conscious of the fact that the classroom is a combination of students with varying aptitude and

skills, hence, support is provided by the faculty to enhance the teaching learning process. The college organizes and encourages students to participate in plethora of workshops, conferences, add-on courses etc. by inviting eminent speakers and resource persons to expose students to the latest developments and broaden their horizon.

Participative learning beyond classrooms is promoted at Gargi College through educational visits to industries, laboratories and corporate firms. Activities like the NSS Camp, blood donation camps, the tree plantation drive, Swachh Bharat Abhiyan, Enactus Projects are organised for students to participate in community service which in turns leads to their holistic development. The college is well equipped with various ICT enabled tools and computer labs. The library of the college is fully automated and has subscribed to various online journals which provides an active stimulus to students to learn through research. Students across departments are also encouraged to pursue research projects and publish papers in journals under DBTs star college scheme, DUs Innovative Projects and Gargi College interdisciplinary Pathfinder projects.

Students are informed about the internal assessment mechanism during college and department orientation. They are evaluated on the basis of guidelines laid down by the University. They are made aware of the. The evaluation process is transparent and ensures absolute fairness.

A reflection of program outcomes is seen in the exemplary performance of our students. Many of our students get into institutes of repute for higher education, get employment or paid internships in companies. The college is proud of its alumnae for their achievements and invites them from time to time to interact with the students. The college has instituted a Long Strider Award which recognizes the achievements of an alumna and such awards act as motivating factors for the students pursuing different programs.

Research, Innovations and Extension

We, at Gargi College, emphasise on a comprehensive all-round growth of the students. The research base of the college has strengthened due to the concentrated and collective efforts by all the stakeholders. The faculty members are engaged in obtaining funding from external sources to undertake independent/collaborative research in diverse core and cross-disciplinary areas. The faculty members engaged in supervision of Ph.D. students in on ever-increase. Fifteen students are pursuing Ph.D. and 6 students have submitted their thesis. The number of seminars/webinars, workshops, add-on courses, student enrichment programs, short-term courses organised by different departments (> 250) are increasing at an exponential rate, keeping teachers and students up to date. More than 150 publications have been published by the faculty members in UGC approved national and international journals with a good impact factor. Many teachers have published books, contributed chapters in edited books and papers in national and international conference proceedings (> 180)

Apart from academic facets, the college promotes extension activities to serve the society and to sensitize students towards social service and responsibilities. Students enthusiastically take part in community outreach programmes addressing different human-centred and ethical issues. Numerous recognition awards have been conferred to the college for significant contributions to the community services.

Undeterred by pandemic, the collaborative activities and beneficiaries of the MOUs have increased manifold. The participation of students in research and collaborative activities at undergraduate level which will not only reap multifarious benefits but would significantly contribute towards the betterment of society.

Infrastructure and Learning Resources

The college has 46 classrooms including four lecture theatres. LCD projectors are available in the 33 classrooms with 6 mobile projectors. The college has 21 labs which are used for conducting the Practical classes. Besides these, the college has a bioinformatics facility lab which is used for theoretical studies by the Botany, Zoology and Micro-Biology departments. An Applied Optics laboratory has been newly set up in the academic session 2016-2017 in Physics department. During the lockdown due to covid, the college has switched to an online mode of education. Excitel internet connection was installed during this pandemic. We have 30 total extensions with 10 new internet connections (3 routers each). Gargi college library has a rich collection of Science, Arts, Humanities and Commerce books. There are inter-disciplinary books like Mathematical Methods for Life Sciences, Medical Physics, Computational Physics and the likes. Each book has an electronic Id which facilitates the issue of books. The library has an air-conditioned reading room which can accommodate about 50-60 students at a time. A separate reading room is provided for the teachers.

Within the DU circuit, the college has a reputation for its strong performance in cultural events. Inter-college competitions and annual festivals of different societies are either held in the college auditorium (~750), or in the Seminar Hall (~100-120). In conjunction, during the cultural festival season, a spacious foyer in front of the general auditorium and arts quad is also used. The students use sports ground and courts for practical sessions in the Physical education subject. The sports complex in Gargi college mainly comprises outdoor facilities for games like Athletics, Basketball, Cricket, Tennis and Volleyball. Fitness activities like Aerobics and Yoga are also held on the sports ground. The size of the Sports ground is approximately 6 acres (120 M x 100 M).

Student Support and Progression

We, at Gargi College, ensure that students step out of the portals of the institution, as modern day Gargis, empowered with knowledge and skills for personal success.

Gargi College provides financial assistance to the students on the basis of merit and need. The need based financial support is facilitated through the Student Welfare Fund. Gargi also encourages achievers in the field of academics and sports. In addition to this the students are beneficiaries of central government, state government and non-government scholarships and freeships.

The institution facilitates optimal progression by providing internships, organizing seminars and issuing letters of recommendation. Gargi has a vibrant and active Placement cell which works diligently to place students in various companies, schools and certain non-corporates.

For capacity building and skill enhancement, the departments regularly engage their students in different programs intended to hone their soft skills, language and communication skills, life skills (yoga, physical fitness, health and hygiene) and ICT/computing skills.

Gargi's alumni contribute to the growth of the institution. Their interaction with the students is facilitated by all the departments. They are invited as guest speakers for lectures, for career counselling purpose, as well as to judge various inter and intra college events.

Gargi has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. For the students' emotional well-being Izhaar, an initiative of Psychology department offers in-house counseling.

The students have not only participated in sports and cultural activities at university, state, national and

international level but have won accolades for the college.

Governance, Leadership and Management

Gargi College creates perspective plans **ensuring participation** of teachers and staff in the management and decision making bodies of the institution. Staff Council, through regular meetings, constitutes committees **democratically**. Each member has **autonomy** at their operational level.

Students are involved in various activities, inculcating curiosity and creativity, while **promoting interaction** and **understanding**. Students' **research potential** is explored through Pathfinder projects.

The communication path is streamlined and **standard operating procedures** are followed. Revisiting past practices facilitate **qualitatively enhanced output**. **Strategic plan** provides a broad framework and perspective towards **holistic growth** by using resources **optimally and effectively**. College as a unit exercises **macro and micro level governance**.

As a **constituent college** of University of Delhi, service rules, procedures and promotions are guided by the statutes, ordinances and regulations as mandated. The institution offers several **welfare measures** to its staff.

The grievance redressal mechanism includes Internal Complaints Committee, anti-ragging cell, and full implementation of Right to Information.

Internal and external audits are carried out for all financial years. Internal audit conducted by Accounts department, external audit by the CAG, GOI and the AG of the GNCTD, and department audit for their associations ensures effective **resource mobilization**.

Participative management and **decentralization** facilitate cooperation and competence, fostering **equality** and **effective administering of responsibilities**, aiming to **build commitment** and **develop initiatives**.

IQAC as a suggestive body encourages **collegial, non-hierarchical work atmosphere**. To uphold **internal quality assurance** in the teaching-learning process, Gargi College has been strictly following the objectives of CBCS (2016) and CBCS-LOFC (2019) as stated in their preambles.

Institutional Values and Best Practices

The mission statement of Gargi is: *That every student who passes through the portals of the college emerges as a wholly developed individual symbolizing the spirit of enterprise and inquiry that characterizes Gargi.*

In this context the objectives of two best practices are to develop a critical mind with the social-emotional skills necessary for becoming a responsible citizen.

(i) Undergraduate Research: Enhancing the academic experience of students to broaden and deepen their classroom learning through promoting research skills necessary for analytical and critical thinking

The evidence: Numerous awards won by students in academia and conferences (E.g., Pathfinder projects, international research publications, best paper award at conferences).

(ii) Service to Humanity: Establishing connections between students and the larger community for building civic responsibilities, compassion and empathy, through participation in cultural and non-cultural societies, the NSS, and mental health initiative.

The evidence: Community engagement with marginalized sections who need support as evidenced before and during the pandemic (*E.g.*, NSS activities, IZHAAR mental health support group, Enactus for social entrepreneurship).

With these practices as the driving force, *the distinctiveness of Gargi College continues in ensuring* that it empowers its students from diverse backgrounds through an Equal Opportunity Cell.

Sensitization of students to constitutional obligations through the celebration of important National Days such as Republic Day, Independence Day, Constitution Day etc.

Maintaining ample green spaces gives an opportunity to students to connect with nature, physically exercise, sit together for recreation or simply to find some peace and quiet.

The campus diligently uses energy-friendly means, solar-powered lights, rainwater harvesting, wastewater and e-waste cycling.

Gargi College is a STAR college, *distinctive* through its research orientation and laboratories that permit quality research both for faculty and students. Student empowerment is a major goal which is accomplished through numerous opportunities to develop necessary skills for meeting life's daily demands and challenges and to become responsible citizens.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GARGI COLLEGE
Address	Siri Fort Road, New Delhi - 110049
City	New Delhi
State	Delhi
Pin	110049
Website	https://gargicollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Promila Kumar	011-26494544	9810714139	-	gargicollege7@gmail.com
IQAC / CIQA coordinator	Sailaja Modem	011-40527967	9810550881	-	modemsailaja@yahoo.co.in

Status of the Institution	
Institution Status	Government , Grant-in-aid , Self Financing and Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-07-1967

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

State	University name	Document
Delhi	University of Delhi	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-07-1967	View Document
12B of UGC	02-07-1967	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	20-12-1999	336	Continuous and fulfilment of norms standards

Details of autonomy

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

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	10-09-2004
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	Siri Fort Road, New Delhi - 110049	Urban	9.198	7189.47

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	BSc,Botany	36	SSCE	English,English + Hindi	77	67
UG	BSc,Chemistry	36	SSCE	English,English + Hindi	40	40
UG	BCom,Commerce	36	SSCE	English,English + Hindi	230	230
UG	BCom,Commerce	36	SSCE	English,English + Hindi	156	156
UG	BA,Economics	36	SSCE	English,English + Hindi	59	59
UG	BEIEd,Elementary Education	48	SSCE	English,English + Hindi	59	59
UG	BA,English	36	SSCE	English,English + Hindi	59	59
UG	BA,Hindi	36	SSCE	Hindi,English + Hindi	59	59
UG	BA,History	36	SSCE	English,English + Hindi	59	55
UG	BSc,Mathematics	36	SSCE	English,English + Hindi	59	59
UG	BSc,Microbiology	36	SSCE	English,English + Hindi	40	40
UG	BA,Philosophy	36	SSCE	English,English + Hindi	40	40

UG	BSc,Physics	36	SSCE	English,English + Hindi	40	33
UG	BA,Political Science	36	SSCE	English,English + Hindi	114	114
UG	BA,Psychology	36	SSCE	English,English + Hindi	47	47
UG	BA,Sanskrit	36	SSCE	English + Hindi,Sanskrit	47	47
UG	BSc,Zoology	36	SSCE	English,English + Hindi	77	71
UG	BSc,Life Sciences	36	SSCE	English,English + Hindi	114	101
UG	BSc,Physical Sciences	36	SSCE	English,English + Hindi	77	52
UG	BA,Business Economics	36	SSCE	English,English + Hindi	59	59
UG	BA,B A Programme	36	SSCE	English + Hindi	230	230
PG	MSc,Chemistry	24	GRADUATION	English,English + Hindi	30	26
PG	MA,English	24	GRADUATION	English,English + Hindi	30	14
PG	MA,Political Science	24	GRADUATION	English,English + Hindi	30	27

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				216			
Recruited	0	0	0	0	0	0	0	0	28	188	0	216
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				132
Recruited	93	21	0	114
Yet to Recruit				18
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	5	0	1	59	0	3	42	0	110
M.Phil.	0	0	0	0	10	0	2	5	0	17
PG	0	0	0	0	1	0	3	5	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	9	34	0	43
M.Phil.	0	0	0	0	0	0	6	10	0	16
PG	0	0	0	0	0	0	4	17	0	21
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		5	10	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	541	1471	0	3	2015
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	27	38	0	2	67
	Others	0	0	0	0	0
Certificate / Awareness	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					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	197	213	202	231
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	78	75	81	92
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	339	351	385	403
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	845	846	717	776
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	86	29	117	200
	Others	0	0	0	0
Total		1545	1514	1502	1702

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Institution has an established practice of curriculum transaction. The themes of the seminars, webinars, workshops, conferences and departmental festivals on contemporary issues cater to the students across streams, thus inculcating holistic learning.. Beyond curriculum, institution offers Add-on courses for integrated learning. The students are a brilliant human resource to implement original research ideas to investigate social, environmental and scientific issues under "Pathfinder Award" instituted by Gargi college. Further, under CBCS, students are encouraged to take up GE and SEC courses across departments, thus emphasizing academic freedom and consequently multidisciplinary approach. .</p>
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	Hence, CBCS is a precursor to the perspectives highlighted in NEP.
2. Academic bank of credits (ABC):	The College follows CBCS and offers wide pool of courses from different disciplines which forms the basis for creation of academic credits. We are a constituent college of DU and hence bound by policy decisions and directions from university. As the university is preparing for it, we look forward to implement NEP, following its approval by the academic bodies.
3. Skill development:	Under the skill enhancement courses of CBCS, college organises several workshops. Beyond CBCS, individual departments and placement cell organise sessions on skill enhancement. Also, diverse Add-on courses help in skill building in relevant industrial sectors . Online courses provide multiple opportunities for certification in soft and hard skills, for industry preparedness across the streams.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Being a constituent college of central university, institution is mindful of the inherent linguistic, cultural and regional diversity and its implications. Hence, teachers use Hindi and English to interact and also assist students from diverse cultures to adapt to new surroundings.. The themes of cultural societies like dance, music, drama and creative writing are focused on educating students on plurality of Indian culture. The North East society of college is an exemplary platform for exchange of cultural ideologies. The "sacred garden" with its ethnomedicinal plants showcases the importance of Indian traditional knowledge system. It is open for all to imbibe our ancient culture of ethnomedicine.. Opportunities for engaging with indigenous knowledge is immense in the programmes on Indian languages viz. Sanskrit and Hindi. COVID-19 challenged the institution to explore and adapt to new avenues of teaching-learning processes. Virtual tours of college premises and ecotourism under EVS programmes were simulated to keep the students motivated. MOUs with different institutions have been signed for further enriching cultural and academic knowledge. .
5. Focus on Outcome based education (OBE):	In CBCS system every course was designed to focus on the learning outcomes of the course and the relevant programme. Further, institutional projects

	<p>funded by DBT, viz. Star college scheme and Bioinformatics Facility assist students to prepare themselves for technology oriented jobs in industries. Teachers stay updated through FDPs, workshops, orientation and refresher programmes to facilitate curriculum transaction. . Institution's continuous engagement with alumni help current students with career counselling sessions to choose their future course of action. The co-curricular activities like online quizzes, competitions, webinars and paper presentations initiate innovative thinking and thus prepare students for future endeavours. .</p>
<p>6. Distance education/online education:</p>	<p>The apprehensions and hesitation of embracing technology in teaching -learning through distance mode has dissipated with the pandemic. It has given us the opportunity to experience both the strengths and limitations of sharing knowledge in distance mode through online lectures (PPTs, MOOCS, video presentations, Google tools, online weblinks). Online programs benefitted faculty members to keep themselves updated throughout the pandemic without compromising on quality education.. It reduced the geographical distance by making the world a smaller place to interact and exchange ideas.</p>

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
702	668	687	685	587
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
24	24	24	24	22

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5106	4564	4330	4286	4503
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1095	871	720	720	697

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
1416	1417	1380	1347	1456

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
216	216	216	216	215

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
216	216	216	216	215

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 45

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
502	360	424	377	321

4.3

Number of Computers

Response: 1724

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The curriculum implemented by the college is constructed and periodically revised by the University of Delhi, duly approved by UGC. The college through a developed mechanism for structured and effective curriculum implementation ensures its execution, revision, and upgradation at regular intervals. The details are mentioned below:

- Before the commencement of the academic year Teacher-in-Charges of the departments submit their workload requirement to the duly constituted Workload Committee of the Staff Council and finalize it.
- Timetables are prepared for every semester in consultation with the Timetable Committee (also constituted in the Staff Council). The timetables are shared on the college website before the commencement of the academic year clearly indicating the names of the respective subject teachers, practical and tutorial slots, room numbers, lab numbers etc. along with the timings of the ECA break. During Covid 19 pandemic, classes were conducted online on mediums like google meet, cisco web ex etc.
- As per the Choice Based Credit System, the college gives flexibility to the students to choose the Skill Enhancement Course (SEC), General Elective (GE) and Discipline Specific Elective (DSE), from a varied list as offered by the University defined curriculum as per the availability in the college.
- A formal orientation program is conducted by the college to familiarize students with the syllabus and course outcomes of the various SECs and GEs offered by different departments.
- The teachers use ICT tools like PPT and audio-visual support for effective curriculum delivery for which most of our classrooms are equipped with projectors and screens.
- Guest speakers/subject experts are regularly invited; seminars, workshops, and educational trips are organized; students are encouraged to undergo internships during the vacation period and participate in co-curricular activities, which ensure enhancement of the curriculum.
- The Examinations (both internal and external) are conducted as per Delhi University guidelines. Internal Examinations and evaluation are conducted/ done by respective subject teachers. For practicals external evaluator is appointed by the University.
- A Deputy Superintendent is appointed annually/semester along with the members of non-teaching staff for effectively managing external examinations. As per the datasheets the invigilators are assigned their duties to conduct exams as per university rules.
- The classes, orientations, webinars, workshops, Open Book Examinations, and evaluation were conducted online during Covid-19 Pandemic to ensure effective teaching.
- The examination results are systematically and periodically analyzed first at department level and then in the Staff Council to enhance academic growth and quality.
- The laboratories in the college are periodically checked for availability of consumable and non-consumable items. All requirements are given well in advance and the stocks of the main store and sub-store are verified by the teachers. It is the duty of the laboratory staff to maintain records of consumption of chemicals and breakages. This is assisted by lab maintenance committee.
- Some departments of the college additionally maintain and monitor a departmental library which is

well-equipped with reference material as per the requirement of the curriculum based on the needs of students.

File Description	Document
Link for Additional information	View Document

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

Response:

The schedule of examination is fixed by the University of Delhi and the same is displayed on college website/notice board for students. The examinations are conducted by the departments as per rules laid down by college/university. The examination schedules including practicals too are displayed on the college website/notice board well in advance. All efforts are made by the department to adhere to the academic calendar.

At present, Choice Based Credit System (CBCS) is followed which was adopted by the University of Delhi in 2015. Under this system, the internal assessment marks for a theory paper comprise of 25% of the total marks (i.e. 25 marks for 100 marks paper) which is then split into 3 heads. 5 marks are counted for attendance, one test and one assignment of 10 marks each are to be assessed by respective subject teacher internally. For every practical, the Continuous Internal Evaluation comprises of 50% of the total marks for that subject.

The schedule of internal assessment is also set in advance and communicated to the students. The internal assessments are meant for testing the knowledge of the students and are formulated in a manner that fosters creativity, out-of-box thinking and encourages students to relate with the actual environment while focusing on real life and real time examples. Under the CBCS system, performance and progress of the students is regularly appraised. Continuous mode of evaluation ensures regular performance appraisal of the students which focuses on present performance as well as stressing on future development of the students. CIE creates a room for giving feedback to the students regarding their performance so that there is an opportunity for working in the areas where the students are not able to perform to their full potential.

The internal assessment is collated every semester before university exams. Every teacher is supposed to take two assignments (one test and one assignment) related to the subject. After assessment, answer scripts are returned to the students and their doubts and grievances are addressed. Due to Covid 19 pandemic assessment was done by teachers using online modes. Online platforms like Google classroom were used by teachers to conduct assignments and attendance records were maintained as well.

The departments conduct internal evaluation as per the guidelines given by the college. For the implementation of Internal Assessment process, Paper Coordinators are assigned for each course/paper at the departmental level and the record of internal assessment is made. These records are duly uploaded on college website for students to check and approve. The Internal Assessment Committee is formed at the college level which monitors overall internal assessment process. The examination records, result analysis is systematically maintained for any official reference.

The Continuous Internal Evaluation ensures that learning outcomes as mentioned for all the subjects are being met. It helps in the identification of the students who are not able to perform well, so that the teaching strategies can be modified and adjusted to cater to the individual requirements of the students.

File Description	Document
Link for Additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 24

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response:** 22**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	6	5	4

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 3.75**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
102	167	233	150	189

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

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

All the departments of the college offer papers as per the curriculum prescribed by the University of Delhi which follows Choice Based Credit System since its implementation from the year 2015. These crosscutting issues are an integral part of the prescribed curriculum which include papers offering deeper insights and outlooks related to them. The Generic Elective Courses, Skill Enhancement Courses, Discipline Specific Electives, Ability Enhancement Courses (AECC) and Core Courses offered by the departments cover topics or have specific papers specially designed to cover them.

The papers and topics based on them prepare the students to serve society at large. The syllabus is specially designed keeping in mind the best interest of the students and in this endeavor, it offers a Learning Outcome Based Curriculum Framework (LOCF). This further help in strengthening students' experiences as they engage themselves in the papers and topics based on them. These papers also instill values related to students' well-being, emotional stability, critical thinking, social justice, and employability. It further helps students to inculcate everlasting habit of being sensitive and empathetic towards the problems and dilemmas associated with them. The students learn to voluntarily become a responsible member of the society by developing mature and advanced perspectives.

Apart from these, seminars, talks, debates, workshops, student's sensitization programs etc. are regularly organized on topics related to these issues to ensure effective formal and informal learning. The students are constantly reminded and encouraged to participate in debates, class discussions, design projects, do internships and fieldwork to acquaint themselves with these concerns of the contemporary world. The interdisciplinary approach offered by the curriculum equip the students to take up their roles as empowered and aware citizens of the global world.

The department and college magazines; editorial write-ups; research papers; projects; artworks; and themes of college, departmental and society festivals are organized focusing on them as well. Also, some of the experiments in the laboratories are designed keeping in mind some of these issues where students are encouraged to obtain solutions to the empirical problems.

These courses create a comprehensive and holistic approach towards education. They further address the concerns of the various stakeholders in terms of debates related to them; analyze their connect with society at large; and explains the development of various ideologies. It is a career-oriented curriculum which enables students to develop competence. It sensitizes the minds towards the ongoing dilemmas. It increases the students' ability to identify their role in capacity building and enforces students' role in social responsibility. The details of the papers are given in the Annexure.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

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

Response: 0.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	6	6	5

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**Response:** 11.01**1.3.3.1 Number of students undertaking project work/field work / internships****Response:** 562

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni****Response:** A. All of the above

File Description	Document
URL for stakeholder feedback report	View Document

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

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken
- 3.Feedback collected and analysed

4. Feedback collected**5. Feedback not collected**

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

File Description	Document
URL for feedback report	View Document

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
1836	1607	1460	1460	1413

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1836	1607	1460	1460	1413

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 89.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
899	785	680	647	625

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The institution philosophically does not divide learners into advanced learners and slow learners as celebrating diversity means to understand, appreciate and support differential learning paces of all learners. Each student is her own benchmark and cannot be categorized as 'slow' as each learner is complete as she is. Once the learner steps into the portals of Gargi College she steps into the culture developed over years of thoughtful nurturing of academic, cultural and non-cultural societies. Orientation programs are organized at various levels to familiarize all the newly enrolled learners to opportunities and avenues available to them. This familiarization with academic expectations, cultural and non-cultural societies help each one of them to choose their individual path, to take up challenges and walk out of comfort zones.

The institution is cognizant of the fact that the classroom is a combination of students with differing abilities and needs, hence scaffolding as per the need is provided by the faculty. Classes are divided into smaller groups called tutorial groups which gives opportunity to identify the learners' need and problems. Tutorials give an opportunity to know the learners closely and support them accordingly. Sharing of additional reference material, bilingual explanation or discussion helps immensely. If extra support is needed by any learner, faculty members take extra initiatives to design individualized learning opportunities. In this time of distress and absence of in- person classes due to Covid-19 pandemic, students are encouraged to engage virtually.

For learners who have passion, zeal and thirst for knowledge, faculty is prompt to provide inputs. Be it in the form of making challenging worksheets, problems-based exercises, advanced readings or involvement in projects or latest research. The Pathfinder Projects (an inter-disciplinary research project competition of Gargi College which is evaluated by external experts) is one of the excellent pathways created for learners to introduce them to develop research aptitude. Quite frequently, teachers recommend the students for summer/winter/autumn internship programs, exchange programs in state-of-the-art laboratories and organizations which give them further exposure into their areas of interest.

Apart from giving special attention to learners who need extra care, the institution and departments do not leave any stone unturned to acquaint them to a plethora of scholarly lectures, workshops, seminars, conferences, hands-on sessions, add-on courses, skill enhancement workshops by inviting eminent speakers and resource persons. These opportunities of highest standards and interactions of highest quality give all learners an exposure into the latest developments to the subject knowledge pool to broaden their horizon.

Learners are encouraged to be members of co-curricular and departmental societies and work alongside faculty members in organizing various events like seminars, competitions, inter college events that help them hone their managerial and interpersonal skills. This includes a positive and cooperative attitude as well as a healthy spirit.

Our faculty members have a deep sense of understanding towards individual differences and multiplicity of diverse ethnic and sociocultural backgrounds of learners and work towards making every learner feel

secure and included.

File Description	Document
Upload any additional information	View Document

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

Response: 23.64

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The college gives special impetus to student-centric methods which provide ample exposure to learning paradigms that not only enhance the learning process but also equip students for a better tomorrow. Group discussions, brain-storming sessions of curriculum-based questions or current affairs where students learn from their peers are routinely organized to make classroom teaching interactive and participative. Guided assignments, presentations, viva, seminars etc. promote better understanding of the subject, facilitate team-learning and instill confidence among students. The questions given in tests, assignments and project works are discussed after the submission and evaluation to enhance problem solving techniques.

In Gargi College, an active stimulus is provided to students for learning through research. Students are encouraged to pursue research projects under the guidance of teacher-mentors, who help them develop a research aptitude besides getting exposure to literature survey, newer laboratory and analytical techniques. Students across departments are also encouraged to pursue research projects, publish papers in journals and present them at National and International levels under the DBT's star college scheme, DU's Innovative Projects and Gargi College's interdisciplinary Pathfinder projects.

Departments often invite speakers of eminence from academia, industry and government sectors to supplement curriculum teaching with experiential learning. Students get opportunities to interact with alumni to gain from their experiences. Seminars/workshops/panel-discussion/hands-on sessions/conferences and webinars are organized quite often so that students can actively participate in them and share their views by interacting with peers from other colleges & departments on one hand & subject experts on the other. College provides internship opportunities to the students so that they can translate their subject knowledge into practice. Educational visits to industries, laboratories, and corporate firms are organized to enhance their participative learning experience. It exposes the students of the practical working environment, which increases their awareness of how companies/laboratories actually work in reality with challenges in front of them.

To promote participative learning beyond classrooms, several inter and intra college events are organized and students are encouraged to participate in competitions at university, national or international level. The college also organizes student activities like the NSS Camp Blood Donation Camps, the Tree Plantation drive, Swachh Bharat Abhiyan, Enactus Projects to promote the spirit of teamwork among students. Departments also release their annual magazines where students explore their creativity with the approach of participative learning. The college aims towards the holistic development of each child by giving a learning environment that helps them explore and achieve their hidden potentials.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

The teachers at Gargi are proficient with various ICT enabled tools that enhance the teaching-learning process. Wi-fi connectivity is available throughout the campus. Most classrooms are equipped with LCD projectors and screens. Teachers make use of power-point presentations and audio-visual clippings on relevant topics pertaining to the syllabus to make the teaching learning process more interactive, engaging and participative. The college has five well equipped computer labs to cater to the digital needs of the students. Apart from holding regular computer practical classes, these also cater to other digital needs of the students.

WhatsApp class groups have been formed for the easy dissemination of information to the students during Covid pandemic. The students are encouraged to access various academic internet websites at an individual level. They are educated about various relevant e-resources such as National Digital Library of India, e-newspapers, e-journals, e-books, databases, e-reports, e-conference proceedings, and e-manuscripts that can add value to their existing knowledge of the subject. Further, they are encouraged to make use of ICT tools while making group/individual presentations as part of their Internal Assessment. Several webinars were organized to raise online awareness on access of e-resources.

The college has subscription of databases and softwares that are subscribed by Delhi University Library System (DULS). Moreover, WEBOPAC, facility of UGC INFLIBNET and access to DU Library Catalogue is available in the college.

In the present pandemic times, with the shifting of classes to online mode, the use of ICT tools has become even more important. College has also issued laptops to teachers who need them for preparing lectures and to take online classes. All teachers have access to the University subscribed G suite services by logging in with their institutional e-mail id's. All teachers use *Google Meet* as the platform to take online lectures/practicals and tutorials though in the initial days of lockdown, other platforms were being used along with Jamboard/whiteboard to conduct classes in an effective manner. Most of the teachers use *Google classroom*, a virtual classroom for posting their lectures, accepting assignments/practical file, quizzes, links of references, meet recordings. Information about websites with free to use material and

other library proxy services which enable remote access to library e-resources off-campus were provided to the students from time to time.

College has subscribed to Cisco Webex platform for video conferencing. All seminars and college level meetings are conducted through this platform. Many teachers have been attending ICT related workshops to enhance their skills in the area. Online practical classes are also supported with demonstration video whenever possible.

Open book examinations (OBE) conducted through Delhi University portal also warranted the use of ICT techniques by one and all. College plans to further enhance the wi-fi connectivity so that simultaneously many online classes could be held. The college promotes an active culture of use of ICT in the teaching-learning which involves teachers themselves using these tools and encouraging students to learn and use them.

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

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

Response: 23.64

2.3.3.1 Number of mentors

Response: 216

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

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 69.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
158	152	148	152	136

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

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

Response: 11.84

2.4.3.1 Total experience of full-time teachers

Response: 2557.06

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

2.5 Evaluation Process and Reforms

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

Response:

The University norms related to examination pattern and internal assessment are followed by all the departments. The students are apprised about the internal assessment mechanism through the university and college websites, at the college orientation and in their respective classes. As a part of internal assessment, a weightage of 20% is given to attendance and the remaining 80% is for class tests/assignments/quizzes/multiple choice questions/case studies/term papers etc. The Covid 19 pandemic necessitated a shift from physical classrooms to virtual classrooms. The University in this situation notified that in the online mode, attendance would not be a criterion of Internal Assessment. The student would be marked on assignments/ tests/ presentations as decided by teachers.

Students are assessed regularly, in an organized manner as per the norms laid down in CBCS and LOCF curriculum. Students are subjected to a reasonable number of tests and assignments, which covers the maximum portion of the syllabus. Apart from this, assignments and projects are given for which student's research on a topic and make a class presentation. The topics and dates for tests, assignments and presentations are decided in consensus with the students. They are given sufficient time for the same and they are sent regular reminders as well. The students are also given the opportunity for re-tests in case they are keen to improve their marks or have missed the deadlines due to medical or personal reasons. The teachers brief the students about the criteria that are used for evaluating tests and assignments provide them with critical feedback and inputs for improvement. Students are encouraged to discuss their tests and assignments with the teachers

Further, the students are briefed about their attendance at the end of every month. Pink slips are issued to the students for extra-curricular activities, which are duly marked by the teachers once submitted.

Absolute transparency is maintained in the final calculations of the scores, and it is shared and verified by the students at all stages which keeps them involved in the process and also ensures absolute fairness. The final IA sheet is signed by the students before being uploaded on the university portal and college website.

In these unprecedented pandemic times, University of Delhi has been conducting OBE, instead of in person exams. The questions asked in the OBE format are structured differently. They test the ability of the students to apply, analyze, compare and evaluate their subject matter. They aim to test the application of their knowledge in problem solving and in comprehending theories and concepts. Internal Assessment is not just a mechanism to assign marks to students but is an important tool to enhance their competencies and skill levels through feedback and inputs from the teachers, regular conduct of exams and a transparent and timely system of grievance redressal.

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

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

Response:

Students are familiarized with the Internal Assessment process and structure in great detail by their teachers in the beginning of every semester/academic year. They are informed about the mark's weightage of the marks across the various parameters: 5 marks for attendance and 10 each for assignments and class tests. Dates of class tests are decided in consultation with students. Internal assessment is based on continuous evaluation and students are made fully aware of the process so that they can obtain good scores in internal examinations.

A detailed record of all the components of the internal assessment, are maintained by the teachers. Students are encouraged to attend classes regularly and if a student is absent, the teachers make efforts to know the reasons for absence. Students are shown their attendance records to review their attendance status.

Teachers discuss the framework and structure of assignments with students. After the exams, teachers give their feedback and inputs for improvement. Students are also encouraged to clarify their doubts and queries with the teachers.

If any student is unable to appear for examinations due to medical or any other genuine reason, teachers ensure that she can take a re-test.

The evaluated answer sheets, and marks allotted for attendance are shown to students for transparency, self-review and assessment. In case of any grievances or discrepancies, students contact their respective teacher who addresses and resolves the issue. In case a student has scored less and wishes to improve, the student can take a re-exam. Once all students have verified and signed against their cumulative Internal Assessment sheet, the same is submitted to the Office.

To deal with all IA related grievances, there is an 'Internal Assessment Committee'. Students can approach the concerned teacher, the TIC or any member of the Internal Assessment Committee for grievance-redressal. The committee sets deadlines for submission of marks, verification by teachers, cross-verification by students, submission to the office and final uploading on the University portal and college website. This ensures a time-bound and well-coordinated process of internal assessment along with student involvement at every stage.

The Covid 19 pandemic has shifted classrooms from the physical to the virtual mode, leading to changes in the IA process. The University notified that attendance would no longer be a criterion of internal assessment. It would be marked on assignments/presentations as decided by the teachers and discussed with the students. Students submit their assignments, tests, online and presentations are recorded in google classrooms. Internal Assessment marks are posted online for students to check and verify. Errors and discrepancies are rectified by the teachers. After being verified by both teachers and students, the marks are mailed to the office and the IA committee, where it goes through another round of verification. Finally, it is uploaded on the college website and the University portal. We thus, maintain a transparent, efficient IA process along with effective and timely grievance redressal.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The institution follows the curriculum laid down by University of Delhi as per UGC guidelines. The course outcomes and programme outcomes are decided after multiple rounds of meetings and brainstorming sessions of the faculty members of various colleges subject to the approval by the Head of respective Departments and Academic Council.

The University commenced Choice Based Credit System (CBCS) in 2015-16 and Learning Outcomes-based Curriculum Framework (LOCF) in 2018-19. This provides the students an opportunity to choose interdisciplinary courses and skill-based courses along with their core subjects. The courses are evaluated following the grading system replacing the conventional marks system. The LOCF approach makes the student an active learner; the teacher a good facilitator and together they lay the foundation for lifelong learning. All faculty members of the college participate in the respective meetings of the sub-committees that relate to the specific subject they teach. The outcomes will be determined in terms of skills, knowledge, understanding, employability, graduate attributes and values gained by students upon the completion.

Program-specific outcomes are highlighted through career options open to students after completion of the programmes and the achievements of the alumnae. The faculty continuously initiates the process of organizing seminars and workshops where the students get the opportunity to interact with professionals, expert in their areas. The basic idea behind every programme is to impart knowledge and skills; facilitate an in-depth understanding of the relevant concepts; and motivate students to be learners for life.

The course outcomes are clearly mentioned in the syllabus uploaded on the University website. They are communicated to the students in the orientation session when they join the college. The syllabus that is uploaded on the university website is also being shared again in the classroom and the course outcomes are discussed paper-wise. The paper name, unique paper code, course objectives, course coverage and other details are discussed at the beginning of the semester. Every department explains in depth about the Generic Elective course offered. These courses give a chance to students to study and explore other subjects. The teachers discuss each module along with examples of how the applications might be relevant in the real world. Even during the course of teaching, the relevance of various topics is pointed out and discussed.

The themes for seminars, workshops, movie screenings, debates and discussions, field trips etc. which are organized by the departments from time to time are chosen in the light of course outcomes to ensure that the students understand the subjects through their lived experiences.

Alumnae are invited to interact with both the students and teachers during the alumni meet held every year by the institution as well as the departments. Alumni students share their views and experiences on how the different courses shaped their careers and thus help current students appreciate the programme

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

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

Response:

The extent to which teaching learning has been effective is reflected in the students' performance in the examinations. Student performance is seen as the realization of learning outcomes. Students' performance and results are assessed at two levels – (1) continuous internal assessment at the college level by teachers to monitor progress, pace of learning and teaching outcomes and (2) at the university level through the centralized university exams where all students across the university are assessed for their performance and results are declared on the basis of a fairly standardized procedure. In terms of results, Gargi College is one of the best-performing colleges in the University of Delhi. The college has maintained its sterling academic standards with 100% pass percentage in most of the courses.

Every year a majority of Gargi students graduate with First Division and our students also achieve university positions. Students are awarded on the college annual day for their achievements. Six of our students got selected for the Meritorious Award by the Directorate of Higher Education, Govt. of NCT of Delhi. The college has adopted a practice of presenting and discussing results of all the students in the staff council which provides a comprehensive detail of the departments' attainment of the programme outcomes. The course outcomes are discussed in department meetings often at the end of each semester.

A reflection of program outcomes is also seen in the exemplary performance of our students in national level entrance exams. By clearing these exams, many of our students get into higher studies in institutes of repute in India and abroad. Our students performed well despite the challenges faced by them due to Covid-19 pandemic. More than 60% of our students from various courses enroll for higher studies in the best institutions of the country and world. Many students got the opportunity to do paid internship in the companies of good repute.

The college believes in its continuous association with its alumnae. Departments and faculty members ensure that they stay in touch with students through regular alumnae meets and social media platforms. The college has a long list of illustrious alumnae who have made their mark as research scientists, corporate & legal professionals, academicians, and others who have excelled in unconventional fields like managerial and administrative positions or in consultancy and defence sectors, to name a few. These are all examples of successful achievement of program outcomes and measurement of the same by the institution. Gargi College has instituted a Long Strider Award which recognizes the achievements by an alumna and such awards are the motivation for the students pursuing undergraduate program. Alumnae are regularly invited for guiding and interacting with students who can gain from their experiences to perform better in their respective fields.

The student progression for all departments at Gargi College is an exemplary and a remarkable reflection of attainment of course and program outcomes.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 96.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
1416	1378	1326	1266	1393

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

2020-21	2019-20	2018-19	2017-18	2016-17
1416	1417	1380	1347	1456

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

2.7 Student Satisfaction Survey

<p>2.7.1 Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.29</p>	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 185.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
15.91554	25.79967	76.13031	41.21021	26.731

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

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

Response: 6.02

3.1.2.1 Number of teachers recognized as research guides

Response: 13

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 30.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	5	5	10

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	19	19	19

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

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

Response:

Gargi College is committed to research and innovation across all disciplines of science, commerce and humanities. The college has excellent laboratories and highly qualified faculty members who undertake projects funded by agencies like DBT, DST, UGC etc. Star college scheme, DU innovation scheme, Bioinformatics Infrastructure Facility (BIF), and Functional Materials Research Lab (Physics) have provided a research base for Post-doctoral fellows, Ph.D. scholars, Masters and Undergraduate students. Under the Star college scheme, the second DBT Task force meet was held on 8th and 9th May, 2018 in the college where scientists from all over the country presented their work. An interaction of faculty members from Jawaharlal Nehru College, Assam was also organized on December 05, 2019 to exchange scientific ideas. Further, to promote research the college has instituted a 'Pathfinder' award each in Commerce, Humanities and Science stream. Students under teacher mentors carry out time bound research and present their work in conferences as posters or oral presentation and also publish in reputed journals.

The college has been proactive in organizing educational trips, workshops, seminars, film screenings, book discussions and on diverse socially relevant issues for students including frequent talks on positive mental health. Peer mentorship programmes organized by IZHAAR provide opportunities for holistic development of students.

An annual intercollege Science festival 'SCINTILLATIONS' is organized collectively by Science and Mathematics departments which provides an opportunity to the students to showcase their skills.

Quasar, the Physics Society is conducting e-polling for different posts of society since 2018 as an initiative to provide digital literacy to the students.

Commerce department has Commerce Association, Comascent Team and Marketing Society which conducts different activities throughout the year.

The College has taken an initiative to teach Physical education as a Generic Elective option for honors courses since it's linked to good health, including higher self-esteem, fewer behavioral problems, better psychosocial engagements along with improved academic achievement.

NCC Gargi aims at developing discipline, character, brotherhood, the spirit of adventure and ideals of selfless service amongst young citizens through fests and seminars. Not only this, but it also aims to enlighten leadership qualities among the youth who will serve the Nation regardless of which career they choose. NCC also sensitize its cadets towards community service and patriotism at an impressionable young age.

NSS Gargi has always strived to sensitize the masses by organizing informative programs on breast cancer, blood donation awareness, sex education, fitness, life skills, power of positive thinking, leadership, stress management and personality development. NSS spreads social awareness through webinars on Rashtriya Ekta Diwas, right to vote, International Yoga Day, electoral verification, women equality, National Education Policy (NEP) etc.

The ECO Club contributes by spreading environmental awareness and ethics among the students through various innovative methods. The college has rain-water harvesting facility for the conservation of rain-water and follows biodegradable waste management practice through compost and manure pits.

Through these practices students are able to widen their knowledge, build leadership skills and inculcate socially responsible behavior.

File Description	Document
Upload any additional information	View Document

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

Response: 278

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

2020-21	2019-20	2018-19	2017-18	2016-17
57	60	61	49	51

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 1.07	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
Response: 15	
3.3.1.2 Number of teachers recognized as guides during the last five years	
Response: 14	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

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

Response: 0.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
33	38	36	40	24

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

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

Response: 0.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
43	31	22	45	47

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

3.4 Extension Activities

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

Response:

In order to sensitize students towards important social issues different departments of college organize various extension activities. All the students are encouraged to participate in such activities which are a key to their *holistic development*. The major initiatives taken by the college are:

- College has organized cleanliness drive under 'Swachh Bharat Abhiyan'. The main purpose of this campaign was to create awareness about cleanliness and its impact on health. Students and teachers of different departments participated in this drive.
- Mental health awareness exercises around important issues like suicide prevention, mental health literacy, managing anxiety, sleep problems, examination stress, developing gratitude, empathic communication.
- Organized talks, support-groups for helping students understand and deal with personal and social trauma like riots, Covid19.
- The sensitization workshops helped in sensitizing the students towards larger community based

goals beyond self; the community outreach endeavors helped in making this a reality. After a series of holistic development workshops, the students volunteered their time for community service at various NGOs like Cheshire Home, Delhi Unit.

- Students are regularly encouraged to interact with members of less-privileged communities like the homeless people and persons with disability.
- Student outreach program of the Psychology department - IZHAAR - has been providing counseling sessions across various departments of the College to fellow students who seek help in tackling stressors in the life of young student-citizens.

Some of the annual flagship events organized:

- Blood donation camp
- Breast Cancer Awareness camp (Mammography Camp)
- Say no to drugs, awareness rally on NSS Day
- Newspaper Donation Drive
- Cracker free Diwali
- Cloth bag distribution drive
- Sapling Plantation drives
- Sex education Seminar
- Pink Chain campaign
- NSS Cultural fest, Zistatva
- Joy of giving week
- Friendship Day with senior citizens
- Children's day celebration with special children
- World Day against child labor
- International Day of Yoga
- First Aid workshop
- Door to door awareness campaign
- International Women's Day
- Vigilance awareness week
- Sanitary napkin donation drives
- Winter drive: Donation of sweaters to needy
- Family of disabled
- Holistic Workshops on managing negativity and stress, leadership, power of positive thought, road safety, life skills, personality development, key to relationships.
- Different departments have started the initiative "Own a mug" in which everyone carries their own mug and avoid usage of plastic cups.
- Daan Utsav 'An Outreach Program' was celebrated by donating dry ration, snacks, clothes to people who live on footpaths.
- Enactus Gargi's Project Aagah aims to influence the youth of the backward sections of the society by imparting knowledge for raising civic awareness. It stimulates and assists them towards entrepreneurial thought and action, with the basic premise of Project Aagah in mind – precautionary awareness for all. Aagah sessions have been conducted at different NGOs, slums, schools and old age homes.

All of these have had formative impact on young minds and help in holistic development of students. Moreover, such activities create awareness among people regarding the daily problems faced by the neighborhood, and how can small steps help to achieve better tomorrow for everyone.

File Description	Document
Upload any additional information	View Document

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

Response: 11

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	1	2	0

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

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

Response: 146

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

2020-21	2019-20	2018-19	2017-18	2016-17
38	37	37	15	19

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 76.36**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3539	3286	3485	2460	4621

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

3.5 Collaboration**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 116**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
47	30	14	13	12

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

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**Response: 7****3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	1	1	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has good infrastructure and physical facilities. Spread over an area of 9.198 acres, the college has well equipped laboratories, computation facilities and classrooms. It has the rare distinction of running some professional courses like B.El.Ed. and B.B.E. besides the usual Humanities, Commerce and Sciences. The optimal utilization of the physical facilities is managed well by the time-table committee and the teacher in charge group, which centrally allocates the classrooms and computer labs to all the departments.

Classrooms: The college has 46 classrooms including four lecture theatres (with seating for 80 people each). LCD projectors are available in the classrooms. The college has introduced an innovative and environment friendly method of installing bamboo huts as an alternative to construction of new classrooms. These classrooms are also used for organizing meetings of different societies, faculty member meetings and sometimes for workshops and small group seminars, discussions and practices of some extra-curricular activities. This has been possible due to the availability of these rooms during the extra-curricular breaks (1 hour) on Wednesdays and Fridays.

Laboratories: The college has 21 labs which are used for conducting the Practical classes. Besides these, the college has a bioinformatics facility lab which is used for theoretical studies by the Botany, Zoology and Micro-Biology departments.

All the laboratories have all the necessary apparatus, glassware, and chemicals to conduct the experiments smoothly. ACs and LCD projectors are available in several of the labs. An Applied Optics laboratory has been newly set up in the academic session 2016-2017 in Physics department and Applied Optics (SEC) paper is being offered to the students since 2017-2018 academic session. The biological labs have laminar flow hoods, incubators, ovens, centrifuge, water baths, refrigerators, microscopes and other basic facilities like tables, stool, chairs, almira for storing glassware. Besides these, BOD incubator, spectrophotometer, shakers, cold centrifuge, UV illuminator are also available to carry out academic and research activities. Some science departments also have Delhi University approved research labs, instrument labs and a tissue-culture lab in which undergraduate and post- graduate students undertake research activities. Besides the labs, departments of Botany and Zoology maintain museums. Fire extinguishers are available in all the labs. To ensure a quick evacuation in emergency situations, most big and main labs have 2 exit doors. Since fumes are a potential threat to the respiratory system therefore heavy exhaust fans are installed in these labs.

Computing equipment: The college has two computer labs which are primarily used for running the computer lab classes. To facilitate quick and effective learning by the students, best efforts are made by the college to maintain a 3:1 ratio for the students to computers. Furthermore, each department has a dedicated laptop which is used by the teachers for class presentations and discussions.

The administrative wing of the college is computerized and is marching towards a paperless administration. The college sponsors the computer training of administrative staff whenever workshops are

conducted by the University.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

Within the DU circuit, the college has a reputation for its strong performance in cultural events. Inter-college competitions and annual festivals of different societies are either held in the College Auditorium with a seating capacity of 750, or in the Seminar Hall with a seating capacity of around 100-120. In conjunction, during the cultural festival season, a spacious foyer in front of the general auditorium and Arts Quad is also used. Many societies also make the most of these places to carry out daily practice, seminars and competitions. In parallel, the Fine Arts Society of the college has been provided with a room to store art supplies, namely 'retreat'. Debate and other non-performing societies use empty lecture theatres with a capacity of approximately 50-60 students to host their activities and workshops, as well as making use of projectors and mics. The three dance societies are granted access to the basement Audi foyer for their routine practice, at times it is often used as a secured cabinet to store necessities. Mattresses are provided by the college for safety when performing lifts. As physical activity and vocal lessons are involved, the street play society does not need a room to practice, instead open areas are needed. NCC conducts various activities like firing, rock climbing, parachuting, trekking, flying, paragliding, snow skiing, mountaineering, river rafting, etc. at suitable sites. The user rate in normal circumstances of these facilities is 70-78%.

The college grants funds and adequately facilitates the conduct of workshops and the procurement of supplies for all societies each year. The college also duly offers everyone the technical support for audio-video as desired.

Sports Complex

We use the sports ground and courts for practical sessions in the Physical education subject.

The college has outdoor facilities and teams in sports and games such as:

- A 200 m grass Athletic track marked with lime powder.
- A newly renovated Basketball court - 28 M x 15 M with additional 2 mtrs. all around the court.
- Cricket -15 turf pitches, 2 cement pitches and 3 AstroTurf pitches, bowling machine, nets, pitch vision cameras, rebound machine, score board and boundary rope.
- 2 synthetic tennis courts- One court is 78 feet (23.77 metres) long. Its width is 27 feet (8.23 metres) for singles matches and 36 feet (10.97 metres) for doubles matches. There is a space of 2M around both the courts.

- 1 fine-mud Volleyball court - 18M x 9M with 2M all around the court as an unobstructed space.
- Some weight training equipment
- 1 Cross training equipment for fitness purposes is established on the ground

The college has outdoor facilities and teams in sports and games the details of which can be found as an additional link.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 88.89

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 40

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

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

Response: 1.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	38	0	0

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

4.2 Library as a Learning Resource

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

Response:

Automation

- The library is fully automated since 2006 using the library system software, Netlib (version Vidyut).
- Since 2010, barcoding membership has been implemented for the students, teaching and non-teaching staff members of the college.
- Two terminals are dedicated to WEBOPAC for checking the availability of books in the library.
- The library is wi-fi enabled and has a computer centre with 9 computers. This is particularly beneficial for students for accessing the e-resources.
- Electronic Resources through UGC-Inflibnet which includes around 97000 e-books and around 6000 e-resources are accessible to the students and faculty members.
- The Delhi University Library system has devised the system of remote login. E-resources can be accessed through this system. E- journals of Sciences, Arts and Commerce can be accessed remotely.
- E-books for general reading and e-text books are also available through DULS.
- Databases like Bloomberg is also available free. Access to e-books, e-journals, e-resources, data bases are available as a centralized facility by the University to the college. Similarly, it is possible to access the doctoral thesis through e-Shodh Sindhu.
- E-books for general reading and e-textbooks are also available through DULS.
- E-books via. is through Gargi college library: <http://www.du.ac.in/index.php?page=e-resources-a-z> and http://csl.du.ac.in/Subject_Wise_E_Resources.htm, and <http://gargicollege.saraswatilib.com/>
- **Services:** The college has been subscribing to 10 Newspapers and 47 Journals and magazines. Most of the e-resources are accessible to the faculty members through Delhi University Library System (DULS). A new system of remote login is an excellent initiative by the University. Currently, there is access of 97000 e-resources which includes e-books, journals and databases.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 5.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
5.9	5.56	4.90	6.21	5.29

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

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

Response: 30.44

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

Response: 1620

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- The College has sufficient IT infrastructure for every staff member (Teaching and non-teaching) and for student as well. College is providing wi-fi facility for everyone with upto 750MBPS downloading speed. Most laboratories have been made ICT enabled.
- A centralized computing facility housing enough computers (computers provided by the University under OBC expansion) has been created for enhancement of quality education. This is in addition to already existing two computer labs. Full computerization of the library has been carried out with bar coded membership of students and staff. Library houses a computer lab of 9 computers with Wi-Fi connectivity for use by students and staff. All the e-resources available through the Delhi University network are accessible through these facilities. Software with reading facility to visually challenged, is also available.
- A networked community of teachers and administration exists for internal communication, to capture and maintain official records.
College wi-fi service caters to around 4,500 members of the institution.
- Website Committee made improvements in the capacity of the back-end servers to hold large scale information with the help of professional teams.
- Teaching and administrative staff received education on technology from the faculty/staff development programmes organized by University/Academic Staff Colleges.
- For transparent purchase process including tendering related software is used.
- Students are continuously encouraged to use existing infrastructure of computer labs and projectors in the classrooms to give presentations.
- Online tests are conducted by the recruitment teams from private sector through college Placement Cell. Computer lab staff are equipped to provide all support to the visiting team of experts and students taking the tests. Tests do take place on Sundays as well for optimum utilisation of existing infrastructure.
- Several departments have been provided with laptops. The college library also houses 9 computers and a printer, along with internet facility for the students and teachers. The college has state of the art computer centres equipped with servers, printers, desktops, laptops, LCD projectors and scanners of latest configuration.
- The College is in process of e-governance for transparency and accountability and to digitalize its effective and efficient information, organization and management system relating to college operations. This practice will make the governance paperless.
- CCTV surveillance system
- AMC (Library)
- New Broadband connection

- The entire college building is Wi-Fi enabled.
- LAN facility: The College has LAN facility which interconnects the computer systems of all laboratories, Admin Office, Account, Computer Laboratories.
- Wi-Fi facility: This facility is made available through 23 Access Points (11g) centrally managed by a Router.
- Zone Director: The campus is fully-equipped with Wi-Fi facility round the clock and it can be accessed by the students and teachers at good speed in locations all over the college.
- Details of the licensed software facilities at the college: Windows Server 2008(R2) (provided by DU)
- Acrobat Reader 9.0 (Full Version)
- Mathematica 9
- Tally Gold Multiuser Ed. (9.1)
- JAWS Pro talking Software for Blind
- Number of nodes/computers with Internet facility: All the computers are interconnected through LAN & Wi-Fi
- New Routers and internet connections.

File Description	Document
Upload any additional information	View Document

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

Response: 2.96

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 98.16

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)

2020-21	2019-20	2018-19	2017-18	2016-17
502	360	385	377	321

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

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

Response:

Maintenance: The instruments in the laboratories are maintained by the members of the faculty and the members of the laboratory staff of the respective departments. To maintain the regular cleanliness of the room and the equipment kept in that laboratory, laboratory attendants are allocated one laboratory each. They also regularly wash glassware and assist lab assistants wherever required. The Laboratory Assistants supervise Laboratory Attendants, prepare reagents and fulfil other requirements for practical conduct and maintain store and expense records, etc. A provision is made at the beginning of the session as to who will take care of the duties in the instance when any of the laboratory staff goes on leave.

The college authorities are duly notified of any form of repair work necessary to be done on equipment, electrical connection etc. and are promptly taken care of. Some laboratories also have projectors that are used for teaching by faculty members and by students for presenting their assignments. The college has a wi-fi facility that is used widely for research, teaching and administrative work by students, faculty members and laboratory employees. The acquisition of new instruments for the laboratory is an ongoing process facilitated by the college authorities due to the obsolescence of the instruments and also due to the rise in the number of students.

Utilization of support facilities: The college and departments follow systems and procedures for optimal allocation and utilization of the available recourses:

- Library:
 - The departments give a list of essential reading and books to the library to make sure students have access to the necessary reading materials.

- The departments encourage their student to regularly visit the library.
- The students have access to digital library as well; for that, students need to get access to the password for using the digital library at college premises using college Wi-Fi.
- The departments encourage students to read research papers and write and present their own research papers.
- Computer Lab
 - Departments have access to the computer labs according to their requirement. The campus has two computer labs; one with the capacity to accommodate about 25 students and a second computer lab with the capacity to accommodate 80-90 students. According to the need of the department, computer lab is assigned with a proper time slot.
 - Computer labs are enabled with Internet and Wi-Fi.
 - Computers have installed econometric, statistical and other bioinformatic software packages which students have to learn as part of their curriculum.
- Classrooms
 - The allotted classrooms are mostly sufficient to accommodate the students
 - To facilitate teaching of Generic elective subject classes which have larger number of students enrolled, a bigger classroom gets allotted accordingly.
- Sports Complex
 - The students have access to the sports facilities.
 - The department encourage students to engage in sports activities
 - Sports complex have fixed allotted time for different sports activities, in which the students participate.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 2.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
152	119	114	80	95

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

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

Response: 8.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
337	353	348	358	456

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

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

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document

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

Response: 70.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
4508	3640	3092	2415	2654

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

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases

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

Response: A. All of the above

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

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

Response: 15.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
227	211	225	178	251

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

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

Response: 125.56

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

Response: 1778

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

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

Response: 60.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
70	118	108	132	158

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

2020-21	2019-20	2018-19	2017-18	2016-17
127	203	197	188	252

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

5.3 Student Participation and Activities

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

Response: 1332

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

2020-21	2019-20	2018-19	2017-18	2016-17
196	338	345	222	231

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

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

Response:

Gargi College focuses on holistic development of students, thereby it gives equal importance to academic and non- academic activities. The institution facilitates complete representation of students in the Students' Council, Sports Council, department associations, co-curricular and extra-curricular societies duly supported by teacher mentors. The Students' Council comprises a team of 15 students, democratically elected by the entire student body. Due to uncertainty of the situation (pandemic Covid 19), elections could not be held and some elected members of the previous year's Student Council who were still on rolls represented the Students' Council 2020-21.

The Students' Council acts as an interface between the student body, college administration and outside agencies. It is also responsible for coordinating the activities of various departments and societies to streamline the events. The Council strives to optimally use the college facilities and space to make it vibrant with youthful energy, zest and enthusiasm. These student bodies under the mentorship of faculty members are responsible for organizing inter-college and intra-college activities thereby enhancing leadership qualities and facilitating in the holistic development of students. The Students' Council also facilitates in the admission process by disseminating information and addressing queries.

The Proctorial Board looks after the day to day discipline as well as the student grievances in the institution. Three teacher representatives, and students from the three streams namely, commerce, humanities and sciences form the Proctorial Board.

The Canteen Committee and the Internal Complaint Committee (ICC) also have student's representatives. Avni – The Eco Club, Centre for Diversity and Inclusion, Enabling Unit, Enactus Gargi, Equal Opportunity Cell, Gandhi Study Circle, National Cadet Corps, National Service Scheme, Placement Cell, The Marketing Society, and Unmukti - Women's Development Centre are a few societies that are beyond curriculum and build values among students. These societies too have active student engagement and representation.

Twenty departments in the college have their own independent student associations. Each association organizes seminars/festivals/lectures/workshops. Eminent speakers are invited to address students on various contemporary issues. To encourage students to show case their talent inter-college and inter-university competitions are also organised like, paper presentation, business plan, poster making, rangoli making, etc.

To hone the creative skills of students, the college has 16 cultural societies. These societies encourage and train students to excel in diverse extracurricular activities. The various societies, co-curricular and extra-curricular activities offer a great opportunity to all students to develop a positive mental and emotional framework.

Publications by and for the students is an integral part of Gargi. The college magazine Editorial board, comprising of students and faculty mentors annually release a magazine, 'Voices-Abhivyakti' (earlier titled 'Logos') on the Annual Day. Many departments too have departmental editorial boards comprising of students and faculty mentors. Seventeen newsletters and magazines are released on an annual or bi-annual basis.

File Description	Document
Upload any additional information	View Document

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

Response: 14.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	15	15	15	14

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

5.4 Alumni Engagement

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

Response:

The college has an Alumni association, though not registered, but it continuously strives to expand the alumni network and strengthen it as well. Towards this, the college alumni association along with all the departments tracks the progress of the alumni through groups formed at various levels. This is done through ICT-enabled collection, recording and updating mechanisms which include personal interactions, regular surveys by teacher coordinators/student coordinators/alumna coordinators. Once the students pass out from the college, Google forms are circulated to track their progress.

On the occasion of celebrating Fifty Years of Gargi College (1967-2017), the college released the coffee table book titled, 'Empowering Women through Higher Education'. The book has a designated section titled 'Our Achievers: Our Pride' which acknowledges our esteemed alumni who have scaled the heights of success and glory, and have become credible names in diverse fields. The 'Wall of Fame' was also created to honour some of our distinguished alumni.

Various departments are in touch with their alumni by way of publishing yearbook of the outgoing batch, having their own departmental page and groups on social networking sites, maintaining records of e-mail ids and phone numbers of the outgoing students and through personal interactions. Outgoing batches are also encouraged to be in touch with the college and their respective departments.

Some departments hold regular alumni meets and also organise degree distribution and valedictory functions for the graduated batch of students. Such engagements / inter-linkages provide an opportunity for gainful interactions between the students, alumni and faculty which help in furthering the departments' growth. Departments also encourage and provide support to alumni students who are pursuing higher studies, research and guidance related to job opportunities.

Alumni who have made a mark in their respective fields are invited as guests of honour on the Annual Day, Sports Day, Reverie (Annual Cultural Festival) and Zistatva (Annual NSS Diwali Festival). On several occasions, distinguished alumni have been invited by various departments to deliver lectures, conduct workshops, career counselling sessions and mentor students for placement drives. Meritorious alumni have also been invited to judge inter-college and intra-college events.

The Alumni association publishes an e-newsletter, 'Manaswini', every year to reach out to the alumni. The newsletter has details of the yearlong activities of the college as well as contributions from the alumni

in the form of articles and poems.

‘Long Strider Award’ was instituted by Dr Hema V. Raghavan, Ex Principal of the college, to acknowledge the alumna for their academic excellence as well as contribution to the society. The deserving alumna is felicitated with the award every year on the annual day.

File Description	Document
Upload any additional information	View Document

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision:

“To make this institute of higher education a centre of excellence by promoting knowledge, creating new knowledge and finding its applications by tapping the potentials of staff and students”.

Mission:

Gargi’s mission statement is that:

Every student who passes through the portals of the college emerges as a wholly developed individual symbolizing the spirit of enterprise and inquiry that characterizes Gargi.

The Vision, Mission and Objectives of the College reflect the nature of governance, perspective plans and participation of the teachers and staff in the management and decision making bodies of the institution. Committees are constituted democratically by the Staff Council, and teachers opt as members/conveners/co-conveners of these committees for managing various academic and administrative operations such as admissions, timetables, workload, examinations, library, infrastructure development and maintenance, and extracurricular activities relating to different societies, NCC, NSS, EOC, Enactus, Placement Cell, Centre for Diversity and Inclusion, among others. These committees function in democratic fashion. Workshops, add-on-courses, research activities in the form of minor and major projects, Pathfinder projects under the mentorship of teachers, field visits, surveys, school contact programmes, self-awareness programmes – are in tandem with creating an institute of excellence, inculcating curiosity and creativity in the students, while nurturing moral and ethical values through which they get to know their responsibility.

Faculty, along with the students, are involved in organising seminars, conferences and workshops which provide an opportunity to students, faculty and supporting staff to work together and promote interaction and greater understanding amongst all stakeholders. Besides formal mentoring, faculty are actively engaged in one to one interactions to ensure that individual problems are addressed effectively, and students develop a deep trust in their teachers. In order to upgrade their skills, faculty members also take part in Faculty Development Programmes and workshops. Faculty members have authored books and articles, been awarded research grants and recognition for their research, they have also been offered fellowships to other institutes of eminence, served as resource persons for conferences, seminars and discussions, and collaborated with academia in the country and abroad. A transparent feedback mechanism is also available for the students and teachers in some of the departments as well.

The Principal, along with students’ advisors, interact with student union members regularly for managing their activities. Staff Council meetings are held regularly to encourage involvement of faculty in taking crucial decisions and functioning of college. Committees involve students to plan out their activities. Each society has student executives, thereby giving them the opportunity to take up leadership roles. Elections

are held in transparent and democratic manner at the college and department levels for student bodies and societies.

Perspective Plan

- Fulfil all objectives and move towards holistic development of the institution
- Embrace complete digitization in E-governance, especially in the post-COVID era
- Adopt more efficient eco-friendly practices
- Building an Incubation Centre
- Improve upon the infrastructure through modern equipment and other tools
- Create more infrastructure for differently abled
- Open a Wellness Centre
- Create Interdisciplinary Research Laboratory for students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The College and its various departments, both academic and non-academic, provide a collegial, non-hierarchical work atmosphere to its staff and student members. Each member is given autonomy at their operational level, so that they can work independently with a sense of ownership and operational authority. The communication path is streamlined and standard operating procedures are followed. Internal communication between different sections of the office is streamlined through a clear path for tracking the progress of work. This facilitated by starting the process of putting in place the standard operating procedures for each activity/work which goes through multiple destinations. Both are interrelated, and hence, enhance the clarity in terms of sequence of work, responsibility of a specific person, inputs needed from a specific person for further process, to the successful completion of the task. The practices of the past are revisited in order to accommodate newer challenges so as to facilitate qualitatively enhanced output.

An instance of decentralization and participative management in the institution may be observed in the process of the **Admissions**. Each year the Staff Council appoints Admissions convenors, and one of them is identified as the Nodal Officer to carry out the modalities involved in the process. The process begins with each department holding a meeting with all members to decide their respective cut-offs. For programme courses, the decision is jointly taken by all participating departments who teach those courses. Similarly, guidelines are also drawn for Sports and ECA admissions by the respective teams. A meeting is held with all department in-charges, admissions convenors and the Principal. After detailed discussion, cut-offs are decided, only to be declared at the time stipulated by the University. When students start applying, both non-teaching and teaching members are assigned responsibilities of verification of certificates,

documents and other details. These practices go a long way in grooming the leadership qualities in the staff members. Younger members of faculty are placed in different working groups along with senior members to enable them to learn about the administrative activities. It usually follows a chain-system where verification and processing is done step-wise. The final authority lies with the Head of the Institution in matters of approval or rejection of applications. Meanwhile, teachers and senior students interact with the new applicants while guiding them through the process. The teachers also act as mentors to the new applicants. The non-teaching staff members ensure that all processes are complete abiding by rules laid down by the University. Admission Grievance Committee also in place. The college website displays the academic and physical infrastructure of the institution along with faculty profiles and information related to the societies and other activities. The final stage of the process involves online bank transactions that facilitate the payment of fees by the students. This annual work of conducting the process of admissions is only possible since the practice of decentralization is followed. The norms of participative management ensure that each member carries out their responsibility, while making contribution to the collective decision making process.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The strategic plan of Gargi College provides a broad framework and perspective towards holistic growth of the institution. It allows the institution to develop and use its resources optimally and effectively. The college carries out various activities which are successfully implemented based on the strategic plan. Focusing on the mission and core values, the kernel of research is initiated among the students, along with their academic growth. Pathfinder is one such activity that has been successfully implemented since the academic year 2008-2009 and continues till date. The Pathfinder is the project that can be undertaken by all the students of the college, covering various topics which have contemporary relevance in society. The Gargi Pathfinder Award has been instituted to encourage research and innovation among our students, and nurture the spirit of inquiry in them. Contestants are expected to submit an original project of social relevance, guided and certified by faculty supervisor(s) and supplemented with a presentation to a panel of external judges, followed by a viva-voce. The form of presentation does not have any rigid format, emphasizing the unique nature of each research project. As individuals or in teams, contestants can present original research on significant issues, innovative business proposals or new scientific experiments. The details are shared with all department faculty members, as well as with all students.

This project has been designed to promote originality, critical thinking, and encourage the innovative spirit amongst the undergraduate students, reiterating the vision and mission of the institution. The students of the three streams put forward their ideas, and after a stringent selection process, are encouraged to conduct research on their topics. An incentive of cash-cum-certificate award, one each in Humanities, Commerce

and Sciences is offered, so as to inculcate the essence of competition to produce high-quality academic and co-scholastic research. All Pathfinder winners are awarded on College Day each year.

The Gargi Pathfinder Committee is a Staff Council committee, comprising of convenors from the three streams and teacher representatives from all departments. The student-participants from various disciplines work under the supervision of teacher-mentors. Each year three themes are shortlisted after long hours of discussion, and guidelines are also formulated, for each of the three streams. This is followed by the writing of the concept note. The committee usually organizes an orientation session to discuss the concept note and research methodology for the participants. Since good research demands time, participants are given time of a couple of months to complete their research. Their progress is also monitored continually. The students make the final submission, where the presentations take place in front of external judges and internal committee members. The final decision is taken by the external experts, and then the winners are announced.

The institution has successfully carried out this event every year, notwithstanding the challenges posed in recent times. To encourage all students to instill the passion for research, the Pathfinder competition has continued in the virtual mode during the last two years, emphasizing the mission statement of the institution.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

Gargi College has an excellent academic reputation since its inception. The college has more than 4500 students, above 200 teachers, and over 100 non-teaching staff in Administration, Accounts, Library and Laboratories. The college offers 21 under-graduate and 3 post-graduate courses.

The college Governing Body has fifteen members including the Chairman, the Treasurer, the Principal, two teacher representatives, and one representative member from the non-teaching staff, without voting rights. The Principal forms the nucleus of the college administration, who is vested with powers to supervise the day-to-day functioning of the college administration. The Principal has a team of Department Heads (Teachers-in-Charge), IQAC Coordinator, Staff Council, Bursar and Administrative Officers to assist her in the discharge of the college administrative as well as academic duties. All teachers and the Librarian are part of the Staff Council. The College Library has a massive collection of books and journals, and virtual reading platform.

The college offers programmes in Humanities, Science and Commerce, and two professional courses

namely, B. El. Ed. and BBE. Each department is headed by a Teacher-in-Charge, chosen in a conventional manner (on a rotation basis of two-year tenure each), who acts as facilitator and assists in the functioning of the department. Each department has its own committees to look into the details of all department matters.

At the macro level, the Staff Council decides on various committees, cultural and non-cultural societies of the college, and teachers opt to become members of these bodies. Each such committee or society has a teacher-convenor and other teacher-members. All teachers are expected to be members of at least two committees. The college has a duly elected Students' Council which works under Student's Union advisors. The college has 16 cultural societies for providing extra-curricular opportunities to students, and other societies such as NCC, NSS, EOC, WDC, Eco Club among others, provide the students a platform for co-curricular activities. Placement Cell coordinates with the recruiters for various employment opportunities for the students. The college has a dedicated medical assistance team, with a regular nurse and doctor.

Our college is a constituent college of the University of Delhi; hence the college service rules and procedures are guided by the statues, ordinances and regulations of the University of Delhi. The recruitment rules for teaching and non-teaching staff are laid down by the University, the eligibility criteria as prescribed by the UGC, and various other guidelines as issued by the MHRD/Ministry of Education and other government statutory bodies. The promotion of teachers and non-teaching staff is as per University of Delhi rules and regulations. The teachers are governed by the code of professional ethics.

The college has several students' grievance redressal mechanism related to academic and non-academic matters. Any student can use the online grievance redressal system to report the problem and offer suggestions for any further improvement. Some of the grievance redressal mechanism includes anti-sexual harassment cell with the Internal Complaints Committee, the anti-ragging cell, and the full implementation of the Right to Information.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The teaching and non-teaching members offer valuable support to the running of the institution. Therefore, it is essential that the institution also caters to their well-being. The institution offers a lot of welfare measures to its permanent teaching and non-teaching staff members. Most of these welfare systems are according to the guidelines as laid down under the service conditions and welfare measures of the University of Delhi.

All permanent staff members can avail medical benefits for themselves and their dependent family members either through the University medical centres (WUS) or can apply for reimbursement after treatment at health centres as per the University of Delhi panel under concessional rates. Each member is issued a Health Card for availing this benefit.

There are different kinds of leaves that the permanent teaching and non-teaching staff may avail, such as Earned Leave, Casual Leave, Medical Leave or Child Care Leave among others. Permanent teaching members can apply for Duty Leave for attending Orientation and Refresher Courses, and Faculty Development Programmes, that is, for the purpose of their quality enhancement. Permanent teaching members can also avail Study Leave and Sabbatical Leave for PhD and other research projects. All leaves are governed by central government and University of Delhi rules.

Permanent staff members can avail LTC and HTC as per Government of India guidelines. The institution also has provision of providing advance for travel (LTC/HTC) as per the service conditions.

The institution provides pension, gratuity and other retirement benefits as per policy of the Government of India.

There is a Staff Association for teachers, and an Association of the Non-teaching staff, which try to address various issues, and are related to larger bodies of these associations at the University.

Wards of all staff members can avail Ward Quota Admission benefits. Freeships for non-teaching staff wards are also available.

Apart from the measures that are mandated by the central government and the University of Delhi, Gargi College caters to several other measures for its staff members, such as, an open-air gym, Day-Care facility, and the college clinic that offers medical assistance to all. Department of Psychology through their

expertise has tried to address several stress-related issues of the staff members.

The college has 15 staff quarters (10 for non-teaching staff, and 5 for teachers), along with the Principal's residence.

The institution takes pride in felicitating its permanent teaching and non-teaching staff members on completing 25 years of service in Gargi College, and in the last year of official service in this institution. This event is conducted on College Annual Day every year. All gardeners of the college are also thanked with a token of appreciation on Annual Day every year.

Above all, the bond of humanity and compassion is the most important aspect for any institution to rise. Gargi fraternity is like a family that supports each member in times of crises, which cannot be defined by any set of rules or welfare measures.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 6.86

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	21	34	17

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 19

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	18	17	25	20

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

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

Response: 39.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
57	192	73	69	39

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

The Performance Appraisal System for teaching and non-teaching staff in the institute is in strict accordance with the norms and rules as indicated in the Ordinances of the University of Delhi and the guidelines issued by the UGC.

The process of recruitment begins with advertisement for posts in national dailies and the Employment News. Forms for various positions in teaching and non-teaching are available on the University and college websites. Forms that are submitted are closely scrutinized, following by intimation of the dates of interviews. After candidates appear for an interview conducted by a duly constituted Selection Committee, a panel is drawn, and appointments take place.

For teaching positions, appointments are either through direct recruitment, or on the basis of promotion. Several Career Advancement Schemes have been in place, as notified by the UGC from time to time. The recent CAS 2018 has introduced the new API (Academic Performance Indicator) format through PBAS (Performance Based Appraisal System). Many permanent teaching staff members have benefitted by means of promotions. For faculty promotions, there is a Staff Council approved Screening Committee, comprising of members from all three streams. They work in close correspondence with all applicants. This new appraisal system encourages faculty to develop and enhance their professional and research skills so that they may further benefit by means of promotion to the next level. These skills may be attained through Orientation Programme/Faculty Induction Programme, Refresher Course and Faculty Development Programmes (FDPs), along with research, publications, and few other parameters. The various stages of teaching staff in the college is as follows – Assistant Professor Stage I, Assistant Professor Stage II, Assistant Professor Stage III, Associate Professor, and Professor. All these appraisals pass through several stages – Screening Committee, Selection Committee, Governing Body of the college, and finally the University of Delhi. After completing all due processes, the pay fixation is done by the University of Delhi as per the recommendations of the Pay Commission in place.

All initial posts for non-teaching staff are through direct recruitment. These posts include –Office Attendant, Junior Assistant, Laboratory Attendant and Library Attendant. Rest of the posts is promotional cum LDE (Limited Department Examination), or through direct recruitment. The ratio is fixed by the University of Delhi based on the reservation roster. Service conditions of the non-teaching staff is as per Government of India guidelines with minor modifications by the EC of the University of Delhi. From the level of Junior Assistant, the next level of promotion is to Assistant, then Senior Assistant, then Section Officer, and finally Administrative Officer. The Administrative Officer may also enhance their administrative skills through Orientation Programmes and Refresher Courses. These posts may be filled by direct recruitment as well. This system is primarily for the Administration and Accounts departments. Laboratory Attendant can only be promoted to Laboratory Assistant. In case of Library, recruitment is based on both through direct recruitment or through promotion.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution carries out both internal and external audits for all financial years. Internal audit is conducted by the Accounts department of the college. Gargi College has conducted internal audits till March 2019. Internal audit for the financial year 2019-2020 is an ongoing process. All approvals from the Governing Body of the college and from the University of Delhi have been obtained for the purpose. The college appoints Auditors from the list of Auditors approved by the Governing Body of the college and from the University of Delhi every year to carry out this process.

The CAG of the Government of India and the AG of the Government of N.C.T. of Delhi conduct external audits for the institution. The AG of the Government of N.C.T. of Delhi has conducted audit till the financial year 2018-2019. The CAG of the Government of India has conducted audit till the financial year 2016-2017. The institution's request for further audits till the current financial year is pending with the CAG.

One case study on the procedure followed by the institution during statutory audit in one of the financial years by the AG of the Government of N.C.T. of Delhi may be considered to understand the mechanism for settling audit objections. This particular case dealt with the amount of LTC. The Audit Party after scrutinizing the old outstanding paras for previous financial years issued Audit Memo to settle the paras during that current audit period. In compliance to the audit objection, the college made necessary recoveries and submitted the justifications to the Inspecting Officer of the Audit Party. On the basis of the recoveries and justifications submitted, the Audit Party settled old recoveries. The maintenance of records for that period was found satisfactory subject to observations made in that Current Audit Report and in Test Audit Note. In this manner, the audit objection was settled. Hence, it may be concluded that the institution ensures every measure in settling audit objections when they are raised.

Additionally, each department also has its own expenditure budget to run their various department associations. Students and teachers contribute towards their department funds, and the college also allocates a certain sum, if required, for each department association. The departments utilize their amount for organizing seminars, talks, lectures, competitions for students, and the like, throughout the academic year. The department audits are conducted internally by the various departments, under the approval of their department association teacher convenors and the department teachers-in-charge.

In this manner, at every level of the institution, there is a mechanism in place to ensure that all financial transactions are conducted in a transparent way.

File Description	Document
Upload any additional information	View Document

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

Response: 9.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.16	3.16	3.46	1.84	0.90

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

For the smooth functioning of the college, the institution receives grants from the UGC. It also receives grant from the Government of N.C.T. of Delhi. In addition, the college also charges fees from its students. The total amount is mobilized towards various requirements in the running of the institution.

Funds obtained from the UGC are majorly utilized under three heads, namely, staff facilities, infrastructure facilities, and office expenses. The break-up may further be classified under staff payments and benefits; academic expenses; administrative and general expenses; repairs and maintenance; finance cost; and, other expenses. The grant sanctioned and paid to Gargi College by the UGC towards maintenance for each financial year is made in installments. It is utilized for the purpose for which it is sanctioned. All the terms and conditions of the grant are fulfilled by the college.

The resource mobilization may be further classified under the following categories:

- Salary and allowance (of staff)
- Pension and retirement benefits (of staff)
- LTC/HTC expenses (of staff)
- Medical reimbursement (of staff)
- Laboratory expenses
- Library expenses
- Garden expenses
- Maintenance of building
- Electricity expenses
- Water expenses
- Property Tax
- Children's educational allowance (of staff)
- Leave encashment on LTC (of staff)
- Office expenses

The fees paid by the students comprise of UGC charges, University charges and University examination fee, along with college charges. Computer Lab fee and Science Lab fee are charged from only those students who have academic requirement for these facilities. Fees paid by the students under college charges are utilized for the following:

- Tuition fee
- Admission fee
- Magazine fee
- ID Card fee
- Water and electricity charges
- Library and Reading Room fee
- Garden fee

Funds collected from students are mobilized towards various student oriented activities such as infrastructure facilities, academic improvement, technology enhancement, expanding the corpus of students' welfare fund, development of the institution, maintenance of the women's development centre, medical fee, Placement Cell fee, and extracurricular activities. College Library upgrades its stock every year by allocating budgets to each department. Mobilization of funds in such activities has made students to efficiently utilize their potential in diverse areas.

The college also receives some scholarships and awards from organisations and individuals (usually from staff members, superannuated teaching staff, former Principals, and individual philanthropists). These are awarded to students every year on Annual Day, after the students have fulfilled the specific award criteria.

Departments also receive/collect funds for a wide range of department activities, department magazines, seminars and workshops, and cultural events. These activities are held throughout the year by all departments.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Gargi College has emerged as one of the leading colleges of the University of Delhi. The institution ensures that quality of teaching-learning and the holistic growth of the institution is upheld throughout. The strategic plans and perspectives of the institution envision realistic goals that advocate principles of all-inclusive development of the institution. In this context, the IQAC constantly strives to attain and maintain those standards.

Several practices have been adopted and implemented by the institution to strengthen the quality assurance strategies and processes. One of the practices that Gargi College pursues is to empower their students with independence along with responsibility. Students are encouraged to be motivated and work together, rather than working against each other, through their active participation either as convenors or members of different department associations and cultural and co-curricular societies. In this manner they get to develop the desirable and much needed self-esteem and social awareness skills, communicative and collaborative skills, emotional management and decision making skills, along with giving freedom to the students to evolve and grow at their pace. This provides the opportunity to develop leadership skills by organizing and carrying out various activities, events, and the annual festivals. Students take up various responsibilities like promotion of events, publicity, collecting sponsorships, etc., which hones their personality and allows them to take a lead and make responsible decisions. While students are equipped with the tools necessary to deal with and overcome the challenges of everyday life, they are also encouraged to identify their strengths and learn how they can best utilize their strengths. Regular institutional practice of encouraging dialogic interaction within classrooms, reflections by students outside classrooms, open communication between students and teachers, enhancing student creativity through theatre, storytelling, art and craft, moving towards a culture of collaboration rather than competition contributes towards the qualitative growth of the institution. The practice of mentoring students helps them to feel more connected and engaged on campus, which ultimately improving student outcomes.

Another practice that the institution has adopted to ensure quality assurance refers to allocation of work done by the teaching and non-teaching staff members based on their specialization and skill. For the purpose of internal governance, the staff is encouraged to upgrade their skills. Through IQAC initiatives, a wide range of seminars, talks, workshops and training programmes are organized within the institution for the staff, while they are also supported and encouraged to attend them outside the college. Peer support, mentoring and training is valued. Understanding the differential nature of work at all levels, each one's work is duly recognized for the smooth running of the institution. This ensures participative management at all levels, and corroborates the principles of decentralization. Faculty members are supportive of each other and senior colleagues willingly mentor new colleagues. In this manner, IQAC has sustained in creating transparency, and has effectively worked towards formulating a conducive atmosphere for all stakeholders.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Example One:

Gargi College facilitates participative management at all levels of the teaching learning process. Decentralization is one of the key fundamentals of workings at this college which facilitates an atmosphere of cooperation and competence. This distributed nature of leadership fosters a temperament of equality and leads to effective administering of responsibilities. Furthermore, such a model of governance aims to build commitment as also develop initiatives. There are multiple methodologies of operations that are undertaken to assure the democratic and egalitarian functioning of the institution at all levels.

The allocation of workload is one of the many structures that are constituted keeping the egalitarian nature of decision-making process in mind. Various departments constitute a workload committee which takes into account the field of expertise of all the members of the departments while allocating papers to teach. This delegation strategy that foregrounds effort and engagement keeps faculty members motivated and encourages a culture of excellence. A model such as this requires high degree of participation, constant effort to communicate and a determination to strike a balance between the expertise of faculty members as well as the welfare of the students.

Additionally, workload is distributed equitably among all teachers of the department which localizes the ultimate responsibility as far down in the organization as is permitted. All papers and courses are divided between two or more than two teachers giving students access to a variety of pedagogical methodologies. The rotational nature of this structure is manifested in the workload allocation practices of some of the departments, where if a faculty member has taught a particular paper for three years in a row, it is considered apt to give the opportunity of teaching the same, to another faculty member. Since every classroom is an affective space, the presence of this diversity of teachers is significant to the over-all development of the students. This design gives all faculty members a chance to participate and shine in their educational endeavors.

Workload Committees work on rotational basis and thus everyone gets a chance to show their ability, skill and efficiency in handling matters independently. Since this structure foregrounds a sound principle of democratic division of labor, it has a great potential of motivating higher productivity. Needless to say, this facilitates managerial development, promotes coordination and boosts the moral and efficiency of teachers. IQAC as a suggestive body encourages departments to enable this kind of working of the college and is constantly in touch with laboratory staff, Administration staff, and teachers of the departments.

Example Two:

In an effort to uphold internal quality assurance in the teaching-learning process, Gargi College has been strictly following the objectives of CBCS (2016) and CBCS-LOFC (2019) as stated in their preambles. One of the key objectives of CBCS is to offer the students a variety of papers/subjects within and across the core and other disciplines during their course of studies. This is to cultivate a quality higher education rooted in multiple disciplines to keep up with the need of global developments. The students exercise their choice to follow their interest and learn necessary skills to fulfill their academic and future professional goals.

In this regard, the various departments of Gargi College have developed a model on how to optimally utilize the broad range of research and academic expertise of the faculty members while the students make their choice of electives. Before the commencement of each semester, the teachers of each department deliberate on the possibilities of the electives to be offered in subsequent semesters. The number of

electives is fixed by the Central Workload Committee after a thorough study of the choices available and the trends of the preceding semesters. This is also to ensure that the number of electives offered is equitably distributed across departments.

Gargi College has been earnestly working on to translate and transmit the plethora of expertise and specialization of the faculty members into these various electives under CBCS. As mentioned earlier, the possible electives for each semester are decided by each department keeping in mind the range of expertise available. It must be noted that several teachers of Gargi College have been involved in the syllabi revision and design committee at the level of University of Delhi. The electives are designed in such a manner that they incorporate the latest academic, research and professional skills.

Before the semester begins, the college conducts an orientation programme on the electives for all the years. A short write-up on each elective is circulated among students of all the years and in the orientation programme that runs for many days, each teacher gives a short presentation along with discussion to reply to the students' queries and doubts. The presentation includes the structure and content of the paper, the sets of skills it will provide and its relevance to one's academic and professional goals. Then once these electives are floated, students are asked to submit their choices in order of preference via Google forms.

At every stage, the students are guided by the teachers on what could be the best possible elective depending upon one's interests, skills and goals. In a few instances, a student after attending a few classes may want to switch her elective which is well permitted after consultation with the teachers within a stipulated time.

Thus, Gargi College has developed its own mechanism to ensure a just and fair allocation of choice based electives under CBCS-LOFC as part of its teaching and learning quality assurance.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gargi college promotes gender equality through various curricular and co-curricular activities.

Within the curricular, courses with a focus on women form an integral part of study: For example, Women Empowerment (English), Women in Indian History (History), Feminism (Philosophy) enable wide dissemination of ideas on gender equality. Courses from Departments of Elementary Education (Gender Studies), English (Women's writing, Gender Studies, and gender analysis), Political Science (Feminism), Psychology (Social Psychology) provide opportunities for in-depth discussion that help create awareness and promotes gender empowerment.

Unmukti, the Women's Development Centre offers 60 hrs of activities to students to empower and sensitize them through interactive sessions with artists, playwrights, scholars, through workshops and lectures.

Programmes for self-empowerment and assertive skills are organized through programmes with the nodal government agencies such as NCW, NGOs and WDC.

Students undertake research on gender issues in Departments of Elementary Education and Psychology, and showcase their research skills through the Path-Finder competitions .

Examples of some projects are:

- **Media and Body Shaming,**
- **Spreading Legal Awareness About Violence Against women in the Informal Sector**
- **Teal your Journey: Fight PCOS ;**
- **Impact of Covid-19 on Working Women in India- A gender Analysis' Other projects can be viewed at the links given at the end.**
- **A seminar on 'Trends in Law and Technology' on 20.2.19 to understand the crimes in cyberspace, precautions for a layman, laws in place and rights of the victims of cybercrimes.**
- **Further, the mental health initiative of the Department of Psychology, Izhaar, provides training as well as peer to peer counselling services for students.**

Creche, Common rooms and menstrual health facilities ensure that the staff gets access to the day care facilities for their wards, guaranteeing both staff and student productivity and well-being.

Amenities including cribs, cots, toys, a feeding room for lactating mothers, and availability of an attendant on a cost-to-cost basis.

The Sanitary Napkin Vending Machine installed outside the medical room ensures access to cost-effective menstrual care products to everyone.

The Common Room provides a separate place for students to interact with each other. It is used by students in their free time to share their lives and have some quality time with their college friends.

Security measures:

- **Self-defence training is organized with Delhi Police.**
- **A special “women only” bus service on route 544 allows students to commute safely Two female guards handle frisking and security for the comfort of all female visitors to the college.**
- **PCR surveillance which includes a day-time All- woman managed PCR van.**
- **In 2017, WDC launched the Delhi government’s Stree-Suraksha app for students to access help in case of an emergency.**

To this end the History department organized a conference (2017) on Writing women’s history: Locating visibility, voices and Agency.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

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

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

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

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

Response:

Gargi College generates 325 litres of waste every day. Segregation is a key mantra, which has 69 colour-coded bins—52 (green bins) are for biodegradable waste and wet organic waste; 10 blue ones are for paper waste; three yellow ones are for lightweight packaging, plastics and metal; and four red bins are for hazardous wastes.

<https://gargicollege.in/wp-content/uploads/2020/02/CSE-green-campus-report-full.pdf>

- **Solid Waste management-** The kitchen waste is supplied to the bio gas plant. Dry leaves and dead plants are turned into compost in 5 on-site composting pits to be used in the college gardens. Any Paper generated whether in the office or in the labs is reused on the other side and waste paper is sent to NGO for recycling into paper products. The Microbiology department ensures that only biodegradable waste (culture media) is generated in the labs.

Broken glassware from all the labs is collected separately and handed over to the garbage collector. The Chemistry Department repaired partially broken glass by a glass blower. Compounds prepared by students are utilized again, for example, potash alum obtained is then used in preparation of mixtures for analysis. All experiments are done in small scale quantities and in groups to avoid the generation of waste.

- **Liquid waste management-** The Chemical solutions are disposed of in sinks with lots of running water. Also, wherever possible organic solvents are distilled and reused. Analysis is done using smaller samples; small tubes are used to reduce use of phenol and the phenol water mixture is reused in organic synthesis. The requirements regarding solutions needed

for a class is given by calculating the amount needed per student to minimize liquid waste.

- **Biomedical waste- NA**
- **E-Waste-** e-waste bins are kept to collect any type of e-disposal like old CDs, cartridges, mobile phones, computer parts, and non-rechargeable cells. The College conducts workshops for students to increase awareness about managing e-waste effectively. Regular collection drives are organized by the Eco club and the Department of Physics. [Eco_club_2015-_2016.pdf](#) The collected e-waste is disposed of with assistance from manufacturers of equipment and the NGO Chintan.'s "Chintan". [E waste collection drive.pdf](#)
- **Waste recycling system-** We follow the three R's principle :Reduce, Reuse, Recycle. Water waste management is also discussed later in the draft (under section 7.1.4). [RkRainwater Harvesting docs.pdf](#)s kitchen water , iRO and nescafe waste water in the field . * add bottles
- **Hazardous chemical and radioactive waste-** Safety data sheets (SDSs) are used in Chemistry, which gives useful information on chemicals such as hazards the chemical presents, and ways to handle, store it and emergency measures in case of an accident. Several charts are displayed in the Chemistry laboratory with various instructions of safety. 7.1.3 Safety measures. Students are apprised about the hazard and toxicity of the chemicals regularly. Small scale analysis leads to using smaller amounts of corrosive chemicals. We do not generate any radioactive waste.

https://drive.google.com/drive/u/0/folders/1VS2sAmYI1ck_uRW7QwtVSoyTzuH1rKYX

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certificates of the awards received	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms

3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

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

Response:

The various departments and societies of the institution make several initiatives in providing an inclusive environment.

The Association like Navdrishti (Student Association of B.A. Programme), Pol Pourri (Political Science fest), and Psychology Association are always bilingual. These events include debates, poetry completions, open mikes and various other diverse cultural activities.

Values of Unity: Multiple activities were conducted such as the 'Unity Run' with the goal of "Ek Bharat, Shreshth Bharat", was celebrated on 31st October, 2019. This was followed by the Unity Pledge to spread the message of unity through the means of promoting fitness as well.

Centre for Diversity & Inclusion: The Gargi College Centre for Diversity and Inclusion (2020) works actively to inculcate empathy and prepare students to become responsible citizens. The Centre acts as a safe space, facilitating their mental health and helping them achieve a holistic and happy life.

Enabling Unit: The equal opportunity cell, organized a talk by Dr Satish Misra, on 'concept of Equality in the Indian Constitution' on 6th Nov 2019. The cell also empowered the differently abled students by providing them an enabling environment to help them overcome their problems and realize their potential. The visually challenged are provided with books in braille, audio CDs and a special software that reads the books. Visually challenged assistance remuneration doc.pdf https://drive.google.com/file/d/1klTkMUo0nUoqVEza94FR1DOSQZ_qR33/view?usp=sharing

North-east society was established to spread awareness about north- east culture and provide an inclusive environment for the students from the North Eastern States where they can share their experiences and sort out their problems. North-east society

<https://gargicollege.in/wp-content/uploads/2020/07/Annual-Report-2019-20.pdf>

The 3rd annual Northeast Fest ‘Mélange’ was held in the college premises on 26th February with Mr. Hibu Tamang, IPS additional commissioner of police, as the chief guest. The 2nd Festival ‘Mélange’, held on March 13, 2019, was indeed a splendid showcase of talent, culture and diversity with a panel discussion on Citizenship (Amendment) Bill, 2016. These help break stereotypes about North- eastern Culture and people.

The Hindi debating society (Samiksha) and Hindi creative writing society (Anubhuti) aim at promoting our national language Hindi and enhance students debating and writing skills on socially relevant topics such as poverty, women empowerment, changing roles of women and other cultural aspects of the society.

Kshitij, dramatics society, performed its annual production in 2019-20 on caste-revolution and dalit rights to sensitize students on equal opportunities for all. Kshitij Caste revolution.pdf

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

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

Response:

Gargi College makes special efforts to sensitize its students and its employees towards their rights and duties. Various talks, seminars conducted by different departments provide a rich stimulating learning environment. The College organized a timely covid testing drive in collaboration with Tata for free Vaccination drives in which any person could avail the free vaccination service.

Voter Awareness Day : Gargi, in collaboration with SVEEP (Systematic Voters Education and Electoral Participation) held a series of events to make people aware about electoral functions and the importance of participation in elections. BBE department hosted a seminar on Aadhaar: A necessity or Invasion of privacy on 21.2.2018 to understand the importance of issuance of Aadhar cards for the public.

BBE also conducted a talk on Good Governance by Anupam Kulshreshtha, Former Deputy Comptroller and Auditor General on 7th Nov 2017 and hosted a seminar on Aadhaar: A necessity

or Invasion of privacy on 21.2.2018

A series of Holistic Management Workshops, in collaboration with Sri Sathya Sai Seva Organization are conducted every year for character building and inculcating essential values. These workshops covered areas such as life skills, personality development, handling relationships, stress management and leadership skills. Group Discussion on Unity, in the spirit of vigilance awareness week, NSS Gargi, organised a bilingual group discussion on the annual commemoration of Sardar Vallabhbhai Patel's birth. Bilingual Creative Writing Competition was organised by NSS competition on 2nd November 2019 to celebrate the day and spread the message of unity in the college. On the 150th birth anniversary of Mahatma Gandhi, NSS Gargi hosted a couple of events to celebrate the day, with an essence of its own. As a part of 'Fit India Movement' launched earlier in 2019, a Plog Run was hosted, wherein the participants were supposed to pick wastes from the road while jogging.

Students are encouraged to become tolerant and empathic towards students from other parts of the country, religion, caste etc. They should live in harmony with not only other fellow beings, but also with nature. They are also discouraged from indulging in anti-social activities and to avoid any acts that would be in conflict with the law. The staff is also regularly informed about their duties towards the college in maintaining standards.

Gargi believes in teaching students the process and power of democracy. The student Union elections are held by upholding democratic values and members are chosen through voting.

Students are strongly encouraged to follow the guidelines for ethical and moral conduct. In the orientation at the beginning of each year, all students are informed about the common rules and regulations for use of the common spaces such as canteen, library, ground etc. The Proctorial committee handles any disciplinary issues. Also, the college's prospectus gives general Rules and Regulations, Co-curricular and Extra-curricular activities, Awards and Scholarships etc. The university guidelines and Anti-ragging Booklet has the University Ordinance which specifically prohibits ragging and mentions what constitutes ragging and how students guilty of ragging are to be punished.

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

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

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

4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document

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

Response:

The college celebrates many national and international commemorative days such as

- **Constitution Day:** Constitution day is celebrated on November 26 of each year.
- **Republic day** is celebrated with hoisting the flag, and singing of the National Anthem and patriotic songs, poetry, and dance. The celebration instills a sense of pride for our nation.
- **Independence Day** is celebrated by NCC and NSS. They take part in activities like singing the national anthem, patriotic songs . Flag Hosting in campus Swatantra diwas program.pdf
- **World Blood Donor Day:** 14 June is celebrated as World Blood Donor Day, to raise awareness of the need for safe blood and blood products and a blood donation camp is organized each year with AIIMS blood bank.
- **NSS Gargi** on 12th June, celebrated World day against child labour by performing certain activities like poster making, videos, captions to encourage students to move forward against the evil of child labour. <https://gargicollege.in/wp-content/uploads/2020/10/SAVERA-MAGAZINE-2017-18.pdf>
- **Gandhi Jayanti:** Gandhi Study Circle organises many programmes and activities with a view to revisit, review and debate Gandhi by the young generation as also to inculcate Gandhian values and ideals among them. Gandhi jayanti poetry competition.pdf

Gandhi Study Circle

- **International literacy day** is celebrated on 8th Sept NSS Days
- The institute celebrates children's day on 14th November every year by inviting special children from NGOs, Muskaan and Tamanna, to our college, which helps our students

inculcate compassion, kindness, empathy and feelings and to serve the marginalised sections of the society. https://gargicollege.in/wp-content/uploads/2020/08/Savera-2019-20_.pdf
<https://gargicollege.in/wp-content/uploads/2020/10/SAVERA-MAGAZINE-2017-18.pdf>

- International yoga day is celebrated on 21st June each year with great enthusiasm. A webinar under the aegis of IQAC was organised in order to make yoga an active practice during the period of lockdown. A webinar by yogacharya Mukesh, a qualified master from the Ministry of Ayush was organised to promote stay active at home.
- Friendship day: A flagship event in the calendar of Gargi college and its events is celebration of Friendship day every year with SANDHYA and ARADHNA, which are old age homes. The volunteers of NSS Gargi perform activities with the invitees such as dance, music, gazals, slam poetry with feelings of love, empathy and companionship. Friendship Day
- The North-East society organized a video screening event to promote and create awareness about the Northeastern regions on World Tourism Day.
- Mental health day and Suicide prevention Day is celebrated on 10th September . NSS Gargi celebrated the Suicide Prevention Day by circulating a video on self- love through its various social media handles. At the departmental level, the Applied Psychology department's initiative 'Izhaar' organised a talk by Dr Divya Parashar "Mental Health Care in the times of Covid-19". Other activities that were organized were poster making competitions, role plays, slam poetry, webinars etc with the objective of creating awareness about Mental Health issues. <https://gargicollege.in/gallery/?album=suicide-prevention-week-celebrated-by-izhaar-gargis-mental-health-initiative#lg=1&slide=2>
- Gargi also celebrated the International River day, Ozone day, World Food Day, World Student's day and Hindi Diwas by undertaking relevant activities to raise awareness and sensitize our youth and faculty alike.

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

7.2 Best Practices

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

Response:

7.2.1 Undergraduate Research:

Objective: (100words)- One of the main objectives of identifying undergraduate research as a best practice is to provide opportunities to students to apply their learnings from classroom lessons, and to help them further develop problem-solving skills. Sub-goals towards achieving this overarching goal include encouraging and equipping students with skills to articulate research questions with clarity, to identify and apply appropriate research methodologies, designing sound research and developing the skill for cogent interpretation of findings. With the advent of technology it is critical to learn how to use digital resources relevant to their study work, as also meeting deadlines with the practice of research ethics and responsible conduct in research.

The Context (150 words): Research is an integral part of higher education and important for the development of young minds towards nation building as it impacts valuable learning objectives that can have a lasting influence on students as they prepare for their careers. Also, faculty members constantly update their knowledge from a productive research agenda. Gargi College promotes research with its remarkable faculty who actively engage students to be a part of their current research projects. Students may also develop an independent project of their own that is guided by a faculty member. Either way, students have opportunities in a variety of disciplines for example, Psychology, Physics, Botany, Zoology, Microbiology to engage in original hands-on research and scholarship. Our students who participate in research benefit by a better understanding of their career and education path, are more likely to be accepted to higher education programmes, and are more competitive when searching for jobs.

The Practice (400 words): Gargi College takes the initiative for undergraduate research by undertaking a plethora of activities such as:

- 1. Learning through Role plays:** The subject knowledge is enhanced through classroom sessions that are augmented by exercises, projects, case studies, role plays, presentations and brainstorming sessions. A range of inquiry through team-based teaching approaches is undertaken that enable students to practice research based skills.
- 2. Field trips/ internships:** To give exposure to students that is beyond the textbook, field-trips and off-site activities are frequently organized for an experiential based learning. To this end, they may collect small amounts of data themselves that is relevant to the objective of the visit (Link to visits). Visits include Industrial, clinical and educational settings that are organized under the guidance and supervision of faculty members.
- 3. Resource persons from industry for student interaction:** Interactions of students and faculty members with experts from academia and industry are organized throughout the academic session. Experts are invited at the departmental level for topics related to the subject field. Further, the placement cell of the college is active in creating opportunities for student-

industry interface. Different departments organize career guidance programs, pre-placement talks, sessions for grooming, in order to prepare students for different career related opportunities available in the industry and the best ways to achieve their goals. <https://gargicollege.in/event/> (link of different departments; psychology association, comascent, physics, ecobuzz etc.)

4. **National/International Seminars:** Students actively participate in National/International Seminars that are organized by various departments. These offer an opportunity to students to listen to experts to further enrich their learning and provide deeper insights which are helpful for planning their career goals.

e. **Conference participation:** Students are strongly encouraged to investigate relevant research avenues and are mentored by their teachers to further present papers or posters at conferences both at the National and International level (Please refer to the link under the Evidence)

f. **Publications:** Gargi College promotes academic excellence which is evident from the student and faculty involvement in research and their published articles in reputed journals.

g. **Involvement of students in research:** The students and faculty of Gargi College are committed to enhancing disciplinary knowledge by undertaking research through teacher-student projects.

h. **Research projects in college:** 'Pathfinder' is a competitive event for interdisciplinary projects undertaken by our students under the guidance of teacher mentors, and many projects have collaboration with various government and non-government agencies. Various students and teachers are also involved in research projects with funds awarded under the schemes of CPE, STAR-COLLEGE.

Evidence of Success (200): Students and Faculty of Gargi College have published their papers in National and International Journals. They have actively participated in the conferences at various levels and have won prizes for their remarkable contributions. The infrastructure and laboratory facilities are constantly upgraded and are accessible for undertaking research projects. Furthermore the college has been granted the status of a STAR College in recognition of the research contributions by its faculty. Teachers continue to upskill through attending seminars and many have successfully guided doctoral dissertations, completed research projects, written books, and prepared manuals. These accomplishments further help in enriching the research experience of the undergraduate student mentees. Students have been successfully placed at organizations ranging from multinationals and regional organizations, and obtained admissions to prestigious institutions for Masters and Doctoral programs. A large percentage seek and acquire internships during their course of study. Conferences attended by students

Pathfinder 2020-21.pdf
Pathfinder 2019-20.pdf
Certificates /awards

Pathfinder 2018-19 minutes.pdf
Pathfinder 2017-18.pdf
Pathfinder Beauty & Aesthetics.pdf

Problems encountered and resources required:

1. **Limited funds for research:** The past two years have modified one's method to work within the now commonly expected digital mode, institutions face challenges to fulfil the needs of researchers for high quality research using the latest software and related tools.
2. **Lab infrastructure/materials may not be available:** Due to limited space vicinity and a requirement for additional infrastructural facilities, both students and mentors may face challenges to initiate or take up research in their interest areas.
3. **Extensive workload both for students and faculty may at times leave limited time and energy for research.**

Faculty however work within these challenges to constantly involve the students wherever possible for conducting research under their guidance and giving them opportunities to present at conferences and to publish the work done.

7.2.3 Service to humanity:

Objective (100 words): Gargi college focuses on providing education that leads to holistic development. This is essential not only to the overall well-being of students but also for imbibing values that form the basis of selfless engagement to others. The objective for developing a well rounded personality is to prepare responsible citizens by building character. We provide our girls a powerful pathway to personal growth and improved well-being. This is accomplished through outreach programs that help develop compassion and empathy. Skills based on positivity help overcome our chief enemies such as egoism, pride, hatred, lust and envy and enhance the virtues such as humility, generosity, equanimity and compassion. https://gargicollege.in/wp-content/uploads/2018/06/Social_Policy.pdf

The context (150 words): In order to develop as a healthy and responsible youth who can fulfil the needs of the society it is necessary for them to have a holistic education through active community participation. This engagement shapes young minds to grow and imbibe various abilities and skills which will benefit them as well as society. This objective can be achieved through engaging with communities to understand their problems, developing outreach programs to selflessly serve those who are disadvantaged, to unconditionally share resources, and to create psychosocial support systems.

Today when the world is experiencing unforeseen challenges, services based on kindness help in character building which can lead to a well-rounded adult who takes responsibility for his/her

surroundings and makes efforts to improve the life of others. Teachers play the central role to help students discover their identities and lead a meaningful life through holistic teaching methods and institutional policies.

The practice (400 words):

1. Gargi college has an enthusiastic and motivated NSS student body who organize a vast array of activities. These include

- 1. visits to NGOs for experiential learning**
- 2. organizing blood donation camps at the college campus**
- 3. sensitizing students to marginalized sections of our society through visits to Cheshire home, Tamanna, Aadi (NGOs) and celebrating Friendship Day with the Elderly, and Children's Day with those having special needs by organizing interactions at the college campus**
- 4. initiating donation drives of clothes, waste paper**
- 5. distribution of sanitary napkins**
- 6. newspaper recycling**
- 7. Swachhta Pakhwada**
- 8. distribution of dry ration**
- 9. awareness drives for hygiene, sustainable development, voting rights**

NSS Detailed Report 2019-20.pdf

1. Creating a sustainable environment through

- 1. creating awareness and sensitizing with eco-friendly activities:**
- 2. creating gardens with a theme, such as the Navgraha**
- 3. labeling trees on campus and documenting their description**

4. nature walks to identify birds
5. distribution of plants/herbs to create awareness and grow eco friendly environs
6. talk by experts helps develop respect for the environment.

With global warming a looming eventuality such programmes become immensely important to inculcate habits that help preserve our environment.

(table above on environmental awareness)

1. Enhancing inclusion/ respecting diversity: enabling centre, software for visual handicap, awareness creation towards Transgender/deaf /disability.

best practices table.docx

1. Mental Health enhancement:

- Gargi College follows the Mentoring Program strictly. Each student is assigned a “mentor” to help, motivate , encourage, guide them to overcome hurdles and achieve goals. To make this initiative possible college has made an initiative by assigning a group of students to teachers whom they can contact whenever required for their personal, social and academics related issues. In 2018 January(19-20) , Gargi college organised a mentoring program with the support of B.E.L.E. D and psychology department .https://gargicollege.in/wp-content/uploads/2018/06/Mentoring_Policy.pdf
- Mental health initiative run by the Psychology department helps students in need for counseling services and also helps people outside the college community through regular donation drives like “daan utsav” every year. Daan Utsav.pdf Peer to peer support is also provided by them. Mental Health Initiative (@izhaargargi) • Instagram photos and videos
- The Physical education department has also started with the initiative SAARTHI, which means having “a friend” for sports students to discuss their unique issues and also to help their juniors, seniors and teammates in resolving their concerns.
- The annual blood donation camp that is organized every year by the NSS creates a feeling of care and compassion in students that goes beyond oneself. .

1. ENACTUS: Gargi has an active Enactus society. Enactus is the largest experiential learning platform developing next generation leaders by encouraging entrepreneurial action for others to create a better world for us all. Some of the Projects undertaken by our students with great success are NEEV and Rachna. Project VIKAS was presented at an early stage competition at Enactus national competition. (PROVIDE LINKS). https://drive.google.com/file/d/1ih7FMQt4-ELP0UoG_aB4OOKVBw86NdeH/view?usp=sharing

<https://drive.google.com/file/d/1eXSyxEVYCSrZyX7bNNtef-Qaj-vQtTEh/view?usp=sharing>

f. Environmental consciousness:

The college takes initiative to create a green space in and around campus. Plant saplings are regularly distributed to the staff and the students of the college so as to enhance the green potential of living spaces and thus making these healthier spaces further enriched for each and everyone leading to appreciation of their surroundings.

Evidence of Success(200 words): Our NSS volunteers reach out to the larger society through their numerous actions of service. They have done a commendable service in organizing several flagship events such as blood donation camps, working with NGOs such as The Vidya Foundation, CDF, the Vidya Jyoti project, JAAV, Wishes and blessings, AADI, Cheshire home, Asiad Village etc. Every year blood donation camps are organised by the team in the college campus where hundreds of students and faculty members donate blood. Furthermore students undertake various community services in the form of increasing literacy, improving sanitation, enhancing awareness for hygiene in underprivileged communities. Volunteers organized several newspaper collection drives for recycling by giving it to an NGO, FOD (Families of Disabled), as well as a clothes collection drive for providing to those who are less privileged. NSS students enthusiastically participate in 'Swachha Bharat Abhiyaan' under which they organised door to door campaigns and nukkad natak. Also regardless of the pandemic and lockdowns, they regularly rendered their services to several communities by distributing freshly prepared food packets. Keen participation of NSS students was also seen throughout the series of 8 Holistic Life Skills workshops. Gargi's spirit of service was evident through initiating camps for prevention & diagnosis of Covid, and organizing vaccination days..strong Learning Environment awards.pdf Award for Value Education

Enactus- Best Collaborative entry.pdf Appreciation of Enactus work.pdf

Top 48 projects award.pdf

Problems encountered and resources required (150 words):

Extensive academic workload both for students and faculty may at times leave limited time and energy for participation. At times students find it difficult to manage these for the active engagement in the activities scheduled since distances and commuting are an issue. Also since the population that is helped in various drives is a fleeting nomadic population, regular visits to them for updates on their status of resources and effectiveness of work is challenging.

Not only by providing community support through the outreach programs, the college works proactively to ensure the well-being of its student body as well. Many students are from out of station, the transition to adapt to a new environment may take time. Mental health concerns can range from poor sleep to lack of motivation and since this impacts the quality of life access to a regular counselor/mental health professional would be an invaluable resource to all concerned.

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

7.3 Institutional Distinctiveness

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

Response:

Gargi College places great emphasis on the learning capabilities of students. Students are provided with opportunities to learn from a variety of activities both from their academic and extracurricular engagements. The College makes attempts to create a space for overall developments of the students. A space which is non- discriminatory, allowing students from different backgrounds to express themselves.

Student societies serve as a platform to develop skills like leadership, planning, organising independence, self-confidence, self- awareness, social awareness, management of self and others, emotional regulation, decision making, better communicative skills, freedom, responsibility, social connectedness Collaborative skills. Gargi elects its student's representative union in a democratic process where the entire student population follows a large democratic exercise and votes for their representatives. This instills a sense of responsibility in students and they learn planning, organization and executing skills to undertake one of the best college festivals of Delhi University- 'Reverie'.

Gargi College is a STAR college, distinctive through the research orientation and laboratories that permit quality research both for faculty as well as students. Teachers actively mentor students to participate in research, develop scientific enquiry, disseminate findings and present at conferences

along with publishing in reputed journals. These skills lay down the foundation for future scientists, thinkers, and game changers by igniting minds and channelizing energy to productive and creative means. Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. The aim therefore is to develop holistic minds that have values that contribute to the larger society.

When institutions provide opportunities for students to learn both autonomously and with others and to develop their sense of competence, students are more likely to be motivated to succeed. To become engaged, students must feel they are accepted and affirmed. They must feel they belong to an institution. With this spirit in mind, the distinctiveness of Gargi College entails ensuring that its institutional culture is welcoming to students from diverse backgrounds and the Equal Opportunity Cell ensures equitable distribution of resources amongst all.

With its vision of empowering students and guiding them incrementally towards emotional, social and academic skills necessary for successful self-management and responsible independence, students are given ample opportunities to develop leadership qualities by assuming different roles in classroom, cultural and non-cultural societies, sports, department associations, NSS, NCC, placement cell etc. The evidence is clear through the numerous awards won by our student's societies both in academia as well as in national level sports and competitive extracurricular activities.

In our approach, within the goal of responsible independence lies a deeper aim of building in our students the capacity to relate their behaviour to the good of all. Such leadership opportunities benefit students because they are able to step up and take charge in a leadership role. This gives them the courage to lead others through their words and, most importantly, their actions, as well as give them freedom to struggle and find the best ways of handling their struggles.

Responsibility is exciting and empowering for students. When students are given larger responsibilities such as planning, organizing, executing and assessing, combined with the belief that they can succeed, they have everything they need to meet and exceed expectations. Through active participation by students either as conveners or members of different associations/societies, they get to develop the desirable and much needed self and social awareness skills, communicative and collaborative skills, emotional management and decision making skills.

Along with giving freedom to students to evolve and grow at their pace, the institution also believes in locating the responsibility for mentoring students upon the teachers who make sure that they are available to the students as they perform tasks. This allows the mentor to be able to clarify the young students' nuanced questions and the subtle discrepancies from the norm or the expected outcome that many a times arise during the workflow. This mentoring for students helps them to feel more connected and engaged on campus, which can ultimately improve student outcomes.

The extraordinary challenges of the pandemic did not stop our students from reaching out to those in need. The shared spirit developed in the classroom became evident through the caring of those impacted severely and deprived of regular meals because of the lockdown. NSS remained active in playing the role of providing service through distribution of food packets to the needy as well as clothes. They interacted with children through songs and dance to keep their spirits uplifted and raise hope that better times are coming sooner than later. Means were found to provide technology support, gadgets and devices, and payment of college fees was done by pooling resources by teachers

and students and therefore ensuring that no student was left behind! Virtual learning transferred lessons that were interactive, engaging, and meaningful. Students kept up with the readings and participated actively in conferences/webinars, and workshops in diverse topics as enhancing well-being to understanding management of Covid related health issues.

Monitoring of student attendance and comparable academic performance helps in identifying students who need more support. This was done diligently throughout the online classes. They are advised, cautioned/briefed about consequences of unfair practices. Mentoring groups also assist students in helping students set their long term and short term goals, time management, timely submission of assignments, and seeking help in need. Physical distance brought about due to the pandemic with its inherent shortcomings was overcome with enhanced and renewed vigour through up-skilling of faculty and generous support to students.

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

5. CONCLUSION

Additional Information :

Institution has the culture of collaboration and networking with academics from reputed research institutions, industry, civil society and cultural institutions through conferences, seminars, workshops, informal interactions and for student festivals. In the past five years the institution recognised the significance of formal collaboration and focused interaction and embarked on formal tie ups for specific purposes. As a result it has drawn Memorandum of Understanding with several institutions as given below:

1. Center for Science and Environment (CSE)
2. SGNDK & Other University of Delhi Colleges
3. ICT Academy
4. Coursera
5. Kamala Nehru College, University of Delhi
6. DU Assassins
7. DU Vibes
8. IBM Skillsbuild
9. Insightone
10. Government Model Degree College, Zanskar, University of Ladakh under the Vidya Vistar Scheme, an initiative of University of Delhi.

During the pandemic, the institution, in tune with the awareness of its responsibility of outreach as a leading & responsible higher education institution of the nation, organised vaccination drives for not only its stakeholders but also for everyone in the neighbourhood and beyond. Through these initiatives, institution endeavoured to strengthen the national mission to vaccinate the eligible population and resolves to continue to do so.

Concluding Remarks :

Institution has displayed remarkable transparency through participation in the accreditation and ranking process and found it contributing to the self-analysis. Ranking and accreditation agencies provided sharpened opportunities for continuous reflection, setting goals and highlighted the significance of planning.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above Remark : HEI Input considered.</p>																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 24 Answer after DVV Verification: 24</p> <p>Remark : HEI Input considered.</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>5</td> <td>6</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>5</td> <td>6</td> <td>5</td> <td>4</td> </tr> </tbody> </table> <p>Remark : HEI Input considered.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	2	5	6	5	5	2020-21	2019-20	2018-19	2017-18	2016-17	2	5	6	5	4
2020-21	2019-20	2018-19	2017-18	2016-17																	
2	5	6	5	5																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2	5	6	5	4																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p>																				

2020-21	2019-20	2018-19	2017-18	2016-17
102	167	233	150	190

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
102	167	233	150	189

Remark : HEI Input considered.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	6	6	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	6	6	5

Remark : HEI Input considered.

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

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

Answer before DVV Verification : 562

Answer after DVV Verification: 562

Remark : As per HEI.

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

1) Students

2) Teachers

3) Employers

4) Alumni

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: A. All of the above
 Remark : As per HEI.

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

Options:

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

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

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

Remark : As per HEI.

2.1.1 **Average Enrolment percentage (Average of last five years)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2083	1702	1502	1514	1545

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1836	1607	1460	1460	1413

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1836	1607	1460	1460	1414

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1836	1607	1460	1460	1413

Remark : As per HEI.

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

seats)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
899	785	679	646	625

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
899	785	680	647	625

Remark : HEI Input considered.

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 216

Answer after DVV Verification: 216

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
158	152	148	152	137

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
158	152	148	152	136

Remark : HEI Input considered.

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

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 2557.06

Answer after DVV Verification: 2557.06

Remark : As per HEI.

2.6.3 Average pass percentage of Students during last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1406	1419	1350	1322	1426

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1416	1378	1326	1266	1393

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1422	1436	1402	1374	1464

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1416	1417	1380	1347	1456

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18.71919	26.54641	81.13004	37.92099 7	16.00545 5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15.91554	25.79967	76.13031	41.21021	26.731

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

3.1.2.1. Number of teachers recognized as research guides

Answer before DVV Verification : 14

Answer after DVV Verification: 13

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	6	6	5	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	5	5	10

3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	19	19	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	19	19	19

Remark : HEI Input considered.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
57	60	61	49	52

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

57	60	61	49	51
----	----	----	----	----

Remark : HEI Input considered.

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

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

Answer before DVV Verification : 15

Answer after DVV Verification: 15

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 14

Answer after DVV Verification: 14

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
33	38	36	40	25

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
33	38	36	40	24

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
43	31	22	45	48

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
43	31	22	45	47

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	1	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	1	2	0

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
38	37	37	16	20

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
38	37	37	15	19

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3539	3286	3485	2460	4622

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3539	3286	3485	2460	4621

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
44	22	10	5	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
47	30	14	13	12

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	2	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	1	1	0

Remark : HEI Input considered.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 40

Answer after DVV Verification: 40

Remark : As per HEI.

4.1.4 **Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	39	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	38	0	0

Remark : As per HEI.

4.2.2 **The institution has subscription for the following e-resources**

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

Remark : As per HEI.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5.9	5.56	4.90	6.21	5.30

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5.9	5.56	4.90	6.21	5.29

Remark : As per HEI.

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

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

Answer before DVV Verification : 1620

Answer after DVV Verification: 1620

Remark : As per HEI.

4.3.3 Bandwidth of internet connection in the Institution

Answer before DVV Verification : A. 750 MBPS

Answer After DVV Verification: A. 750 MBPS

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
502	360	385	377	322

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
502	360	385	377	321

Remark : HEI Input considered.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
152	119	114	80	96

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
152	119	114	80	95

Remark : HEI Input considered.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
345	363	354	360	461

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
337	353	348	358	456

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4508	3640	3092	2415	2655

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4508	3640	3092	2415	2654

Remark : As per HEI.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
227	211	225	178	252

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
227	211	225	178	251

Remark : As per HEI.

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

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

Answer before DVV Verification : 1778

Answer after DVV Verification: 1778

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
70	118	108	132	159

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
70	118	108	132	158

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
127	203	197	188	252

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
127	203	197	188	252

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
196	338	345	222	232

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

196	338	345	222	231
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Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
567	427	429	365	263

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14	15	15	15	14

Remark : Number of activities conducted under an event will be counted as one event.

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	21	34	18

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
---------	---------	---------	---------	---------

00	02	21	34	17
----	----	----	----	----

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	18	17	25	21

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	18	17	25	20

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
57	192	73	69	40

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
57	192	73	69	39

Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.16100	3.16750	3.46850	1.84300	0.90300

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.16	3.16	3.46	1.84	0.90

Remark : HEI Input considered.

- 6.5.3 **Quality assurance initiatives of the institution include:**
- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
 - 2. Collaborative quality initiatives with other institution(s)**
 - 3. Participation in NIRF**
 - 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**
- Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: A. All of the above
 Remark : As per HEI.

- 7.1.2 **The Institution has facilities for alternate sources of energy and energy conservation measures**
- 1. Solar energy**
 - 2. Biogas plant**
 - 3. Wheeling to the Grid**
 - 4. Sensor-based energy conservation**
 - 5. Use of LED bulbs/ power efficient equipment**
- Answer before DVV Verification : A. 4 or All of the above
 Answer After DVV Verification: B. 3 of the above

- 7.1.4 **Water conservation facilities available in the Institution:**
- 1. Rain water harvesting**
 - 2. Borewell /Open well recharge**
 - 3. Construction of tanks and bunds**
 - 4. Waste water recycling**
 - 5. Maintenance of water bodies and distribution system in the campus**
- Answer before DVV Verification : A. Any 4 or all of the above
 Answer After DVV Verification: A. Any 4 or all of the above
 Remark : HEI Input considered.

7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above Remark : As per HEI.</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above Remark : HEI Input considered.</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above Remark : HEI Input considered.</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: A. All of the above
 Remark : HEI Input considered.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>702</td> <td>668</td> <td>687</td> <td>685</td> <td>588</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>702</td> <td>668</td> <td>687</td> <td>685</td> <td>587</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	702	668	687	685	588	2020-21	2019-20	2018-19	2017-18	2016-17	702	668	687	685	587
2020-21	2019-20	2018-19	2017-18	2016-17																	
702	668	687	685	588																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
702	668	687	685	587																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>24</td> <td>24</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>24</td> <td>24</td> <td>22</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	24	24	24	24	23	2020-21	2019-20	2018-19	2017-18	2016-17	24	24	24	24	22
2020-21	2019-20	2018-19	2017-18	2016-17																	
24	24	24	24	23																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
24	24	24	24	22																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5113</td> <td>4564</td> <td>4332</td> <td>4286</td> <td>4503</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5106</td> <td>4564</td> <td>4330</td> <td>4286</td> <td>4503</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	5113	4564	4332	4286	4503	2020-21	2019-20	2018-19	2017-18	2016-17	5106	4564	4330	4286	4503
2020-21	2019-20	2018-19	2017-18	2016-17																	
5113	4564	4332	4286	4503																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
5106	4564	4330	4286	4503																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1095</td> <td>871</td> <td>720</td> <td>720</td> <td>698</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1095	871	720	720	698										
2020-21	2019-20	2018-19	2017-18	2016-17																	
1095	871	720	720	698																	

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1095	871	720	720	697

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1422	1419	1350	1322	1426

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1416	1417	1380	1347	1456

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
216	216	216	216	216

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
216	216	216	216	215

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
216	216	216	216	216

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
216	216	216	216	215

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 46

Answer after DVV Verification : 45

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
502	360	424	377	322

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
502	360	424	377	321

4.3

Number of Computers

Answer before DVV Verification : 1725

Answer after DVV Verification : 1724

NAAC