

2017-2018

## **IQAC Annual Report 2017-2018**

IQAC is visualized as the meta-association of the institution. All the activities of different societies and departments are part of IQAC.

Following are themes for different seminars and activities.

Educational policy, neo-liberalism, good governance, mentoring, data validation, schooling and social justice, quality and accountability in education, judicial verdicts, invasion of privacy, exclusion, curriculum policy, critical perspective on skill-based learning, popularization of science, understanding curriculum and knowledge in changing times, issues of governance and accountability, critical pedagogy and neo-liberalism, professionalism among teachers in contemporary times, personality development and communication skills, growing up in neoliberal times, legal information pertaining to women's rights and safety, feminism, career counselling, health, green chemistry, surveys, climate change, introduction to nano-science and nano-technology, issues in Indian macro-economics, post-performance discussions of production/plays, knowing the learner better, material creation for English Language Teaching (ELT), film studies, participatory cultures, technology in classroom, creative writing, poetry, secularism, Goods and Services Tax (GST), narratives, history writing, women and work, self, gender and power, religion, H-index, plagiarism, effective risk management, competitive examinations, GMAT and GRE preparation, financial market courses, pharmacotherapy, mental health, holistic life skills development, LGBT rights, assisted reproduction, ethical issues, evolution, introduction to meta-genomics, frogs of India, birds of India, alternate realities, development of unique vaccines, Elgen values and application, plant viruses, editing, proof reading, JyotishShastra and Ayurveda.

Taking forward the essential vision laid down in the previous report, the following activities were promoted by the IQAC. While IQAC is vested with monitoring the quality procedures in the institution its members are also aware of their peer status in engineering changes. In tune with the vision of decentralized management, IQAC believes in the internal autonomy of departments and associations. This internal autonomy vested in each unit pushed stakeholders to review their work and introduce quality measures with the hand-holding by IQAC. IQAC is looking forward to the impact of this support on each unit.

1. **Collaborations:** The tradition of interdepartmental seminars exists in the college. It is reiterated and taken forward through the following programmes. (a) Department of Education collaborated with IQAC to organize a two-day international conference titled, 'Educational policy shifts in neo-liberal times: Core concerns and critical issues' in September 2017. (b) IQAC collaborated with departments of Education, Philosophy and Psychology to organize a two-day national seminar titled 'Mentoring the Teacher-Mentors: Capacity building Programme' in January 2018. (c) Star College Scheme (d) Scintillations: Annual Science Festival on 20th and 21st March 2018.

Giving a major fillip to the UGC mandated mentoring process, IQAC has taken forward the process started in the previous academic year to build the capacity of teachers in identifying psychosocial issues faced by students and referring them to peer teachers who are more equipped to address them. Also in creating awareness that most apprehensions of students may be related to their adjustment in college, peer relationships, craving for a sense of belonging and acceptance by peer groups and teachers, career-related direction and alternatives. Some of them may have issues related to financing their education, expecting to understand their world by teachers

and parents, abuse and violence encountered at home and in other relationships at times. The idea is also not to see all apprehensions of students as 'problems' in the medico-legal framework only, while not denying the existence of situations that need medical attention in terms of support from general medical practitioners and psychiatrists. Also developing the capacity to gauge through situations and realize some of the problems of students may be transient in nature specific to their current phase of life and maybe addressed accordingly. Awareness of legal knowledge gives them confidence and trust that there are avenues for redressal of the issues faced by them and people have sought justice earlier. At the same time as knowledgeable elders and teachers are reflective of their own attitudes to problems of students and strive to be active listeners without judging them. Instead of being cynical towards a society in transition actively trying to bring in warmth, compassion and empathy towards each other in the institution and make it a little better place than shrugging off in 'survival' response such as, 'the world is unfair and everyone better be in tune with it'. Such responses from adults appear deeply callous to youngsters who are stepping into public life and looking for trust-building responses. All work in the institution has to resonate it. This is the thrust of the IQAC effort. Protecting the ones who need protection and checking the ones who need to be restricted in responding in opposition to the institutional values. The feedback received from teachers is heartwarming and encouraging. At the end of the capacity building programme,

2. There were suggestions for a peer-teacher network to support each other in addressing the issues of students which sometimes cannot be addressed by a single teacher. There are a few other suggestions including the establishment of a wellness centre among other things. The revenue generated from the mentoring seminar is contributed as seed money to the proposed centre in the trust of the society account of the college. The proceedings copy is available on the institutional website for everyone.
3. Feedback from students on institution, infrastructure and teaching-learning process is a more acceptable proposition amongst teachers resoundingly this year. It encouraged students to be collaborators in the process of learning rather than it being considered one-way interaction. It promoted expressing their ideas/suggestions which is not a conventional way of interaction with the teachers. While this has been in practice earlier also more specifically in the case of a few teachers and departments, it is more acceptable to the teachers since they too realized the opportunity for students to engage with constructive feedback and its potential benefits in terms of a meaningful engagement and self-growth for teachers too to listen to students. It is tentative progress for both.
4. Procedures and modalities: IQAC facilitated the practice of recording, maintaining and analyzing data related to student performance. Most departments have voluntarily taken it forward. IQAC has suggested procedures and modalities in certain areas for continuing with this process for their internal/departmental deliberation as a policy. Departments now review result analysis as a regular practice by going beyond highlighting the performance of a few students who did well or noting the pass percentage. Sciences, Commerce and Humanities suggested their domain/course specific reasons also for results of some students especially when some students switched their specialization after 12th Standard. They also noted the progression from first year to final year and had many qualitative comments in the form of anecdotes too. IQAC is also aware of the limitation of result analysis only through statistical tools to compare performance between different institutions as many



teachers expressed. Hence identifying other factors which are unique to each institution are acknowledged and a close observation of our students in and outside the classrooms and documenting case studies of students and their progress is encouraged.

5. Mindful of the role and responsibility of IQAC, after two years of functioning, it has reviewed its own functioning. To be an exemplar to rest of the college, IQAC deliberated on the work ethics for its own members and selection of members in the larger framework of institutional responsibilities shouldered by teachers and on the 'Guidelines for the Creation of IQAC'. It is to develop standard operating procedures for the tasks which it regularly engages with based on the experience of last two years.
6. The institution is chosen as one of the 75 colleges/universities of India by MHRD to host, "Yeh India Ka Time Hai: Celebration of 70 years of Independence and 75th year of Quit India Movement. It was organized on 5th September, 2017
7. Secured at the all India level 15th rank in the National Institutional Ranking Framework of the Ministry of Human Resource Development , Government of India

#### **CONTINUATION OF THE PRACTICES FOLLOWED IN THE PREVIOUS YEAR**

8. Teacher-student collaboration, mentoring practices were retained and strengthened. Monitoring of student progress through classroom observation, interaction and result analysis was continued. Facilitated departments to maintain data related to above mentioned aspects and develop strategies for improvement after due deliberation within the department.
9. Continuation of institutional focus on undergraduate research, one of the best practices for past many years and maintain database of the student participation. Enabling the activities of departments, streamlining the work of committees, emphasizing work in cross-cutting areas like environment, women's issues, skill enhancement, outreach /extension activities formed the crux of the major contributions of IQAC. Incremental progress was achieved with the cooperation of corresponding societies, departments and support staff.
10. Promotion of traditional art forms to highlight cultural diversity sustained. Having regular interaction with departments and encouraging them to articulate vision, do SWOC analysis of their work and set achievable, incremental targets resulted in developing strategies for achieving them partially.  
Individual members of the IQAC team are allocated specific roles to pursue progress with departments, societies and report back to the core team to appraise and revise strategies for improvement of quality dimension in the work which is being done by the institution. This formed the basis for identifying progress achieved and outlining work for the following year in terms of framing standard operating procedures for most tasks.

#### **Conference/seminar organised by IQAC: 2017-18**

##### **1. International conference funded by NEUPA (National Institute of Educational Planning and Administration) titled *Educational Policy shifts in Neo-Liberal times: Core Concerns***

Department of Elementary Education in collaboration with IQAC organised a two-day international conference on 14th & 15th September 2017. It received Rs 2,50,000 funding from NEUPA. It was co-convened by Dr Jyoti Raina & Ms Parul. More than 800 people attended the conference which

included college teachers, school teachers, college students, research scholars and administrators. Publication of the conference presentations is under progress.

## **2. National seminar funded by NAAC (National Accreditation Assessment Cell) titled *Mentoring the teacher-mentors: Capacity building programme***

Internal Quality Assurance Cell (IQAC) in collaboration with departments of Elementary Education, Philosophy and Psychology organised a two-day national seminar on 19th & 20th January 2018. It received Rs 1,00,000 funding from NAAC. It was exclusively organised for teachers of private and public higher educational institutions in Delhi NCR region to energise the mentoring process and help develop protocols for mentoring students in colleges.

Distinguished speakers for the seminar were Prof. Namita Ranganathan, Head & Dean, Central Institute of Education; Ms Jaya Iyer, Independent Activist; Ms. Gouran Lal, PRAVAH; Dr. Amit Sen, Child & Adolescent Psychiatrist, Children First, on 19th January 2018, and Ms Rebecca John, Senior Advocate, Supreme Court; Dr. V.S. Ravindran, Director General, Institute of Counsellor Training Research and Consultancy; Dr. Kavita Arora, Child and Adolescent Psychiatrist on 20th January 2018.

Being mindful of student voices as the bedrock for the seminar, a presentation by IZHAAR, a group of student volunteers from the Department of Psychology, Gargi College, shared their mission to spread awareness about mental health amongst college students and create shared meaningful experiences on mentoring.

In recognition of the need for training expressed by teachers in response to their experience of mentoring students, this pioneering initiative by Gargi College purports to empower teachers to better understand the world of young adults and respond in an effective manner.

**Seminar Core Committee Members:** Ms. Anuradha W. Kumar, Dr. Rashmi Bhardwaj, Dr. Pallavi Vaid, Dr. Rekha Navneet, Dr. Monica Gupta, Dr. Aparajita Mohanty, Dr. Neera Pant, Dr. Chhaya Sawhney, Dr. Sabeen. H. Rizvi, Dr. Preeti Pant, Ms. Sailaja Modem.

**IQAC members (2016-2018):** Dr. Promila Kumar, Dr. Shashi Tyagi, Prof. Madan Mohan Chaturvedi, Dr. Preeti Pant, Dr. B. Vaijayanthi, Ms. Sheela Dubey, Dr. Aparajita Mohanty, Dr. Jasmeet Kaur Abat, Dr. Babita Gaur, Dr. Nitish Kumar, Ms. Sailaja Modem, Mr. Khan V. S., Mr. Deepak Chandra, Mr. Ganga Singh, Mr. Vimal Khemka, Mr. Manish Anand, Ms. Neha Sharma, Ms. Shruti.



# International Conference on Educational Policy Shifts in Neo-Liberal Times: Core Concerns and Critical Issues, September 2017

International Conference on Educational Policy Shifts in Neo-Liberal Times: Core Concerns and Critical Issues

## Programme Schedule

Day 1 - Thursday, 14 September 2017.

Time	Programme Theme
9:30 to 11:30 am	<p>Welcome Address: Dr. Pramila Kumar Principal, Gargi College.</p> <p>Introduction: Dr. Jyoti Kulkarni and Ms. Pooja Conference Co-Chairs.</p> <p>Prof. Anil Sadgopal, All India Forum For Right To Education <i>Education Policies in Conflict with Freedom Movement's Educational Vision</i></p> <p>Prof. Pradip Sarangi, Tata Institute of Social Sciences, Mumbai. <i>Teachers and Accountability</i></p> <p>Prof. Pooja Bhatia, Department of Education, University of Delhi <i>Warring Trends and the Outcome of Policy Shifts in Education</i></p>
11:30 to 12 Noon	Tea Break
12:00 to 1:00 pm	<p>Session I: Schooling and Social Justice</p> <p>Dr. Vikas Gupta, Department of History, University of Delhi. <i>Schooling, Social Justice and Exclusionism: Transnational Historical Survey and Neoliberal Trends</i></p> <p>Dr. Sanjay Kumar, Member Secretary, Dalit Society, New Delhi <i>Sanskara, Notion of Hierarchical Educability and Teachers' Belief</i></p> <p>Prof. Rita Kumar, Cleveland McClelland College, Cleveland, USA.</p> <p>Moderator: Ms. Sakshi Mishra, IQAC Co-Chair</p>
1:00 pm to 2:00pm	Lunch break
2:00 pm to 3:45 pm	<p>Session II: Understanding Curriculum and Knowledge in Changing Times</p> <p>Chair: Prof. Pooja Bhatia, Central Institute of Education University of Delhi.</p> <p>Prof. Rajat Chandra, Asian Pacific University, Bangalore. <i>Education for 'Citizenship' or 'Economic Development'?</i></p> <p>Prof. Disha Nandan, Tata Institute of Social Sciences. <i>Bin Bhai Hoye No Preet: Resilience Of Year- Based Examination-Domination Policy In Indian Education System</i></p> <p>Prof. Izzet Goodwin, University of Brighton, UK. <i>Neoliberalism And Curriculum Policy</i></p>



**Cleanliness Drive, Sapling Distribution and Pledge with Students and Teachers, September 2017**





## Two Day National Seminar on 'Mentoring the Teacher-Mentors: Capacity Building Programme', January 2018

### Internal Quality Assessment Cell

The Internal Quality Assessment Cell of Gargi College (University of Delhi) in collaboration with Departments of Elementary Education, Philosophy and Psychology organised a two-day National Seminar titled "Mentoring the Teacher-Mentors: Capacity Building Programme" on 19-20 January 2018, sponsored by NAAC. The seminar for faculty members of private and public higher educational institutions in Delhi/NCR

region was a capacity building exercise to energise the mentoring process and help develop protocols for mentoring students in colleges. Distinguished speakers for the seminar include Prof. Namita Ranganathan, Head & Dean, Central Institute of Education; Ms. Jaya Iyer, Independent Activist; Ms. Gauran Lal, PRAVAH; Dr. Amit Sen, Child & Adolescent Psychiatrist, Children First, on 19th January 2018, and Ms. Rebecca John, Senior Advocate, Supreme Court; Dr. V.S. Ravindran, Director General, Institute of Counsellor Training Research and Consultancy; Dr. Kavita Arora, Child and Adolescent Psychiatrist on 20th January 2018. Being mindful of student voices as the bedrock for the seminar, a presentation by IZHAAR, a group of student volunteers from the

Department of Psychology, Gargi College, shared their mission to spread awareness about mental health amongst college students and create shared meaningful experiences on mentoring. In recognition of the



### Mentoring the Teacher-Mentors: Capacity Building Programme

Auditorium, Gargi College, DU

Day 1: 19<sup>th</sup> January 2018

#### Session 1- A-V presentation by Izhaar, Psychology students - Voices of students



IZHAAR is a group of volunteers from the Department of Psychology. Their main mission is to spread awareness about mental health amongst college students. They believe this is the only way the stigma associated with mental health can be removed. They achieve their mission through small workshops with Gargi College students. They also conduct awareness campaigns throughout college through walks and impromptu interactions with students. On World Health Day 2017, they created awareness about depression as it was also the WHO theme. They formed peer-to-peer support groups to help students in some form of distress. When the UGC counselling system was introduced, Izhaar members encouraged students to go and meet their mentors. They are available through the social media to students via WhatsApp as well as Google docs. They will be sharing their experiences through their presentation "Student Voices". The presenters, Aaradhya Sharma, Bhavya Arora, Sprha Singh, Varnika Rastogi and Vibhuti Mehta, are third year students and have been associated with Izhaar since its inception in 2015.

#### Session 2- Navigating sexuality, gender and socialization

The need to interrogate sexuality in an environment of openness, listening and care is essential for the growth of an adolescent and a young adult. If issues of sexuality are repressed, and not confronted and resolved, they can create a major crisis within a person. It is also important to understand the need and choices of persons who have different sexual orientations than your own. This can happen in an environment of deeper listening and dialogue. The need for this dialogue is imperative today to heal the disbalance that is created in the lives of persons excluded from society for being transgender or having different sexual orientations.



NAMITA RANGANATHAN is the Dean & Professor at the Department of Education, Central Institute of Education, University of Delhi. She has extensively engaged with schools across the country through various projects with UNFPA, CARE India, Aga Khan Foundation, and Save the Children, among others. She has also been on several management bodies of Kendriya Vidyalayas and several private schools. Her research interests include childhood and adolescence studies, psychological foundations of education, guidance, counselling and mental health.

#### Session 3 - The tapestry of socio-cultural identities

The process of mentoring is embedded in the complex tapestry of the psycho-social world that we inhabit. The space-time web in which mentor and student are located can be marked by issues of power-hierarchies, intergenerational issues, changing vocabularies and challenges of creating shared psychological spaces and meaning making. There is a need to understand how the hidden hierarchies of gender, caste, class, religion, region, disability influence our identities and can operate within the relational context of a mentor and student. We examine the ways in which these hierarchies can be understood, negotiated and challenged to create a positive facilitative environment for personal growth.



### Two Day National Seminar on "Mentoring the Teacher-Mentors: Capacity Building Programme"

January 19-20, 2018 • New Delhi

## PROCEEDINGS

Organised by  
The Internal Quality Assurance Cell  
GARGI COLLEGE

In collaboration with  
Departments of Elementary Education,  
Philosophy and Psychology

Sponsored by:  
National Assessment and Accreditation Council



**Two Day National Seminar on 'Mentoring the Teacher-Mentors: Capacity Building Programme', January 2018**



**Orientation on Green Sense: Educational Campus Inventory organised by Centre for Science and Environment in March 2018**

