SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MAITREYI COLLEGE

MAITREYI COLLEGE, BAPU DHAM COMPLEX, CHANAKYA PURI, NEW DELHI-110021
110021
www.maitreyi.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Maitreyi College is an eminent constituent college of the University of Delhi, offering quality education to women. It is committed to creating, nurturing, and maintaining the highest standards of academic quality while maintaining one of the lowest fee structures in the University. It is one of the top six colleges to be conferred Star status (for all Science departments) by the Department of Biotechnology (DBT), GOI; was awarded "**A**" Grade in the NAAC Accreditation cycle of 2016; and had an all-India NIRF rank of 35 in 2020-21.

Maitreyi College offers 18 Undergraduate programmes, and 2 Postgraduate programmes. There are 3473 students enrolled in the academic year 2021-22, out of which 89 are pursuing post-graduation. The College aims for a multidisciplinary and interdisciplinary learning environment wherein students from various disciplines interact and engage in both academic and cultural spheres. A committed and distinguished faculty is the core of Maitreyi, ably supported by an efficient technical and administrative staff. The beautiful lush green 10-acre campus is Wi-Fi-enabled, and boasts of a well-stocked and fully automated library, amphitheatre, auditorium, sports centre, and extensive playgrounds. Recently, a new Science Block has been added. The aura and ambience of the campus makes it an ideal academic hub.

The College is committed towards holistic development of our fraternity (*Maitreyi Kutumb*), ethos of inclusivity and diversity. The College strives for a multidimensional approach, nurturing and celebrating growth of all stakeholders - students, faculty, non-teaching staff and alumni alike.

Academic excellence is an established tradition, accompanied with continuous achievements in the field of sports, extra-curricular, co-curricular and cultural activities. We focus on inculcating critical thinking and stimulating research; community building and social outreach engendering inclusivity; fostering entrepreneurship; instilling eco-consciousness; promoting employability and skill enhancement; gender sensitisation; encouraging interdisciplinarity; developing student enrichment and intervention strategies to support students' learning inter alia. We have a deeply rooted practice of participatory and collaborative learning, as evidenced by our vibrant student bodies. As a part of social outreach initiative of University of Delhi, the College has also been functioning as a Non-Collegiate Womens' Education Board (NCWEB) Undergraduate Teaching Centre for several years, and presently caters to more than 1000 girls residing in Delhi.

Vision

Recognition of Maitreyi College as 'Knowledge Centre' in pursuit of Women Empowerment.

Mission

The defining aspects of the mission of the College to realize its vision are:

- To facilitate our students and teachers to become outstanding scholars, educators, researchers and professionals.

- To instill in our students a joy of learning and its continuous pursuance so as to enable them to develop intellectually and emotionally.

- To achieve enhanced levels of learning through innovative and professional methodology, hands-on training, skill enhancement, workshops and seminars.

- To motivate and empower students to become academically proficient, industry ready, independent and socially responsible citizens with respect and understanding of the diversity that exists in the ethos of our culture and society.

Objectives

- To develop core competencies and provide a solid academic foundation.

- To inculcate a commitment to quality and ethically sound practices.

- To enable students to imbibe a goal oriented, professional and ethical approach.

- To constantly review the curricular and co-curricular progress of students to adopt effective measures for addressing challenges.

- To instill in students a scientific temperament and an analytical mindset.

- To promote healthy living principles, and mental and physical fitness/well-being.

- To continually upgrade infrastructural facilities conducive to a teaching-learning environment for the stakeholders.

- To conduct specialised additional courses across various disciplines for student enrichment.

- To periodically interact with industries and research institutes.

- To galvanise our students to adopt innovative practices and entrepreneurship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Creating, nurturing, and maintaining Academic Quality in a public university setting, with one of the lowest fee structures in the University

- Goal-oriented approach wherein we create innovative solutions to overcome our limitations (aapda mein avsar).

- Highly qualified, experienced, research-oriented, and dedicated faculty, who are proficient in their

subject matter, bi-lingual, well versed in ICT tools, and have a wide range of publications

- Efficient and committed Governing body

- Sizeable corpus of e-content and e-learning resources prepared by teaching faculty

- Learner-centered and experiential pedagogy

- Scholarships to meritorious and needy students

- Timely and Efficient Curriculum Delivery

- Excellent scholastic record

- Well-stocked, well-equipped, and fully automated library

- Premises accessible to differently abled

- Ethos of inclusivity as demonstrated by initiatives like Enabling Unit, *Sashakt Nodal Sports Centre for PwD*, Writer & Reader's Bank, and *Pragati* Sports Centre

- Strong mentor mentee system

- Provision of remedial classes

- Regular feedback collection from different stakeholders to enable participatory decision-making

- Pioneered setting up of 'Centre for Research' to foster a conducive research climate under the Advisory Committee for Professional Grooming. Over 125 projects have been completed under this. Further, a theme based, peer reviewed academic journal 'Vantage: Journal of Thematic Analysis' (ISSN 2582-7391) with zero publication fee has been established

- Promoting eco-consciousness and adoption of green measures like LED lights, renewable energy sources like solar panels, rainwater harvesting, sensor-based taps, paperless practices, awareness drives, plantation drives, etc.

- Solid waste management systems including composting, recycling, and e-waste disposal

- Career Guidance and active Placement cum Training Cell

- Fostering Entrepreneurial talent and startups

- Institutional transparency and accountability through regular audits and meticulous record-keeping

- Student grievance redressal mechanisms

- Focus on student's physical well-being and mental health

- Community outreach and extension activities (Enactus, NSS, Unnat Bharat Abhiyan, NCWEB)

- Regular seminars, talks, lectures and workshops by erudite scholars and industry experts

- Various Short-term courses/Certificate courses offered at zero or nominal charges

- Pioneers in conducting online Student Union elections and Annual Day

- Strong Alumni network

- Wide media coverage

Institutional Weakness

- Need for greater availability of academic resources in regional/vernacular languages.

- Fall in number of international students seeking admissions due to the pandemic and subsequent delay in operationalizing the newly constructed Women's Hostel.

- Difficult to obtain funding from sponsoring agencies like UGC, DBT, CSIR for research projects.

- Urgent need for permanent appointments of teaching faculty in different departments which is essential to maintain, sustain and enhance the overall academic quality of teaching and research.

- While we recognise the need to add more programmes in the field of pure sciences, applied sciences, and social sciences like Microbiology, Psychology, Geography, we are constrained by lack of resources in a public university setup.

- Need to integrate Add-on Skill Development Courses in the curriculum, and develop the courses as per the NSDC guidelines for Industry recognition.

- Need to enhance industry-academia interactions to bridge gaps and improve employability of students.

- Need to strengthen and streamline the system of data collection on student progression further.

Institutional Opportunity

- New hostel block has been constructed, ready for the forthcoming academic year.

- Organization of ICT training programmes and other skill enhancing workshops for students, teaching and non-teaching staff.

- Smooth transition to the virtual/online mode of teaching and learning wherein every faculty member was provided with a GSuite account on college domain. A vast corpus of E-resources was provided by

all the faculty members to the students.

- Wider scope for collaborative research in the digital era. National and international collaborations with different research institutions, industries and knowledge sharing are the need of the hour and the digital space offers huge possibilities in this regard. In fact, we have made a substantial beginning by conducting two international conferences ('Avgaahan' and 'Equinox') in the year 2021 despite the pandemic.

- Introduced several certificate and diploma courses for student enrichment.

- Priority to interdisciplinary research and expanding research opportunities to our alumni through the Centre for Research.

- Engaging the teaching fraternity in an editorial capacity in the college journal *Vantage: Journal of Thematic Analysis*.

- Widespread research and extension activities in the field of local culture, natural resources and its utilization through initiatives such as the 'Unnat Bharat Abhiyan'.

- Faculty outreach programmes wherein the College facilitates faculty engagement and research at various national and international forums.

- Creative outlet provided to students to prepare their own documentaries and virtual tours for their peers as part of constructive academic engagement.

Institutional Challenge

- With the implementation of CBCS, the component of variable workload has come into play. As a result, the workload is shared with guest faculty. A significant number of guest faculty works in the college but their contribution in the teaching learning process could not be acknowledged. Had it been considered the teacher students ratio in the College would have been 1:15 rather than the declared ratio of 1:21.

- Lack of acknowledgement of in-house funding for research projects. The college has successfully conducted over 125 research projects with undergraduate students in the past four years and allotted funds for the same. Many of these projects have also been published in reputed journals. However, this in-house funding has failed to find a place in any of the existing accreditation criteria.

- Besides their routine work, the office staff are engaged in the affairs of ever-expanding short-term courses and NCWEB. However, we are unable to provide due compensation to them for the same.

- Constant upskilling and adapting to newer forms of digital resources and pedagogical tools. Learning and keeping a track of new ICT tools for the effective teaching learning process is a challenging task.

- Difficulty in data collection and documentation due to the ever-evolving criteria of different accreditation and ranking bodies.

- To mitigate the very real issue of the digital divide that has led to widening of learning gaps, and to reach out to all students from economically weaker sections to help them in their learning process with their old systems/non-availability of latest devices for online study.

- To treat stakeholders from multilingual and multicultural strata with equality and sensitivity.

- To tap the vast potential of the alumni network in terms of resource mobilisation, mentorship and employment networks.

- Though students participate as active members in various societies working towards eco-consciousness, most of these societies (particularly the garden committee, 'Prakriti': the eco-club, 'Urvara') are being managed by the non-teaching / garden (contractual) staff in light of the pandemic. It is a challenge to organise eco-consciousness-based field activities and awareness drives in online mode.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Maitreyi College, a constituent college of University of Delhi, offers courses across commerce, humanities and science streams. Till 2019, the College followed the CBCS curriculum, thereafter transitioning to LOCF. Curriculum delivery at the College involves a combination of theoretical and experiential learning, usage of ICT tools, and making simulation an integral part of the pedagogy. The College faculty members keep themselves updated through orientation sessions and faculty development programmes. Efficient curriculum delivery is planned through a comprehensive process involving a team of faculty members working in the workload committee, the timetable committee and department heads. The three units together work out timetables that are uploaded on the college website. The academic capabilities of the entire teaching staff are further strengthened by their involvement in the evaluation process, curriculum revision, and different decision-making bodies of the University.

The College imparts a spectrum of values to students through an array of courses and various curricular enrichment initiatives. Slots for the cross-department courses are fixed in the master timetable to maximise ease of choice for students and encourage interdisciplinarity. Curricular enrichment initiatives include summer research projects, departmental e-magazines and newsletters, add-on/short-term courses, and periodic activities organised by the departments, college societies and committees.

The efficiency of the above undertakings is strengthened through a system of robust feedback taken from all stakeholders. Also, feedback is taken at the culmination of every event organised by the College. These feedbacks are then examined thoroughly and duly worked upon for constructive growth of the institution.

Teaching-learning and Evaluation

The College offers Learning Outcome-based Curriculum Framework (LOCF) for all its courses as per University of Delhi (DU) guidelines. The expected learning outcomes are communicated to the students through the college website, orientation programs and during student-teacher interactions. Attainment of the

stated outcomes is evaluated through continuous assessment, end semester examination, student feedback and other mechanisms. The College ensures that the internal assessment rules are clearly communicated to all the students through the college prospectus and website. Transparency and robustness are also ensured by regularly uploading the attendance records on the college website and sharing them with students on a regular basis. Student grievances, if any, related to internal assessment are handled by teachers and administrative staff. The college follows a mentor-mentee model (1 Teacher: 21 students) to give due attention to individual student needs.

The admission to these courses is strictly on the guidelines issued by DU. Maitreyi College is immensely popular among students due to high standards set up by illustrious, progressive, and committed faculty. Being a premier institution of repute, all the seats earmarked for General category are usually filled up. The college has recorded a student intake of 104.27% of the total seats and 77.81% of total reserved category seats.

Maitreyi College advocates all-round development of its students by providing them opportunities to showcase their talent in different areas. The college focuses on enhancing the learning experience of students through a variety of activities, workshops, webinars, projects, internships and other student centric methods. Further, there is extensive use of ICT tools in classrooms and beyond classroom activities. College provides the necessary infrastructural support and training in this regard.

With respect to faculty, 92.93% of the sanctioned positions are currently filled. More than 69% of the college faculty holds a Ph.D. The excellence of teaching faculty is demonstrated through the exceptional performance of its students reflected by a pass percentage of 94.37%. The college also encourages the faculty members to participate in refresher courses, faculty development programs, workshops and special lectures to stay updated.

Research, Innovations and Extension

With a vision to be recognised as a 'Knowledge Centre', the College promotes/fosters an aptitude for quality research. The College has received extra-mural grants for carrying out 8 research projects and 11 endowments. Two faculty members received research fellowships from the University of Innsbruck, Austria and Ulster University, United Kingdom. Department of Biotechnology, Government of India felicitated one of our faculty with 'Biocare Award' and also granted her a major research project. One of our faculty members received a national award for the empowerment of PwD from the Vice-President of India.

The College promotes interdisciplinary collaborations and motivates faculty and students to publish their work in journals of national and international repute. During the assessment period, our faculty have contributed 425 publications in the form of research papers, books, book chapters, conference proceedings and MOOCs. Additionally, the Centre for Research (CFR) at the college publishes an open access peer-reviewed multi-disciplinary journal, *Vantage: Journal of Thematic Analysis* wherein researchers across the world can promulgate their work, without any article processing charges.

With 29 MoUs and about 231 collaborations, the College strives to bridge the gap between academics and industry. The College organised 266 events including national seminars/ conferences/ workshops that kindled an interaction with eminent scholars of varied pursuits. As a part of social outreach, the college organised 257 extension and outreach programs.

Various internship opportunities are made available to students that refine their soft and analytical skills. NSS, NCC, Enabling Unit and other wings of the College organise programmes that develop committed social

individuals for a better civil society.

Infrastructure and Learning Resources

With a beautiful eco-friendly campus spread over 10 acres, Maitreyi College has strived to provide quality education and a wholesome learning experience to its students. The college infrastructure includes a three-storey teaching block, a science block and a recently added new science block. Well-lit classrooms having ICT facilities like smart boards and projectors, and well-equipped science laboratories along with Botanical Garden, Herbal Garden and Tissue Culture Laboratories make learning an exciting experience. The entire campus is Wi-Fi enabled.

The two-storey library block has a rich collection of text, reference, general and rare books along with magazines and journals. For the complete personality development of our students, the college offers ample opportunities for students to pursue their interests in co-curricular and extracurricular activities. The campus is well endowed with a video conferencing room, a seminar hall, an auditorium, and an amphitheatre for organising competitions and activities.

The college campus is very eco-friendly. The presence of beautiful lawns and gardens adds to the aesthetics of the campus. It has a sports ground with designated areas for different outdoor games and a multipurpose hall for indoor activities like judo, yoga, gymnasium, taekwondo and wrestling.

A medical room is fully functional and equipped to provide medical assistance in case of any emergency. Availability of pure drinking water from an in-house RO plant, strategically installed CCTV cameras and washrooms fitted with modern amenities are some of the facilities available for all. Additionally, ramps with side-support bars at entry/exit points, washrooms with side-support bars and a lift in the New Science Block make the campus disabled-friendly.

This beautiful infrastructure makes Maitreyi College a desired destination for knowledge seekers and providers.

Student Support and Progression

Maitreyi College promotes holistic development of students. The college offers free ship to needy students that helps them to ease their financial burden and focus more on their studies. In the last 5 years, a steep rise has been observed in the number of students being benefitted.

The College has various committees which actively conduct academic as well as extracurricular and co-curricular events for the students such as seminars, workshops, student development programmes, placement drives, career counselling, fest, etc. Students are elected as representatives in these committees that not only enhance their life skills but also add a student perspective to the functioning of these committees. Students actively participate in sports and cultural activities and bring accolades to college at the university, national and international levels. Maitreyi College has a robust and responsive grievance redressal mechanism that looks into the issues faced by the students. The college has constituted various committees to formulate procedures to address instances of ragging, sexual harassment, and violations of university rules. The college has also appointed a counsellor to look after the emotional health of the students. The Placement Cell *Horizon* of the College works incessantly and in the last 5 years, the number of recruiters, students placed, and Cost-to-Company (CTC) offered have all increased significantly. It has also been conducting an annual job and

internship fair for the past 3 years called Envision. In addition, there has also been considerable growth in the number of students pursuing higher education in India and abroad, after graduating from Maitreyi. Moreover, the number of students clearing competitive exams has also increased tremendously in the past five years.

Maitreyi Alumnae Association (MAA) is connected with alumnae placed in diverse fields such as armed forces, education, research, media, management, and entrepreneurship. There is an established practice of Maitreyi alumnae interacting and engaging with current students through various events such as career counselling sessions, webinars on women empowerment, soft skill development, health and stress management. MAA also organises Annual Alumnae Meet *Sannidhy* in which successful alumnae from various fields are felicitated.

Governance, Leadership and Management

Maitreyi College is committed to a relentless pursuit of knowledge through rigours of research, critical thinking and a sense of social responsibility, and continuously strives to create an egalitarian and team-based work culture that facilitates creativity and an engaged scholarship. The realisation of this vision is made possible through a decentralised, inclusive and participative system of governance, which operates through a three-tier structure comprising administrators, the teaching faculty and the students.

The administrative structure of Maitreyi College reflects a healthy balance of distribution of functions and duties. Enabled by the statutes and ordinances of the University of Delhi, it consists of the Governing Body, Principal, Teaching Staff, non-Teaching Staff and the students, working together for the effective and efficient functioning of the institution. They are further assisted by a network of the Bursar, IQAC and Departmental associations.

The College has a robust system of e-governance for planning and development, administration, finance and accounts, student admission and support, examination and assessment. It has several welfare measures for teaching and non-teaching staff such as leave and retirement benefits, medical reimbursements, LTC/HTC, children education allowance, ward quota scheme and provident fund. The college also provides many infrastructural facilities like an air-conditioned staffroom, laboratory facilities for the science disciplines, tutorial rooms for humanities and social sciences, and ICT facilities, to mention a few.

A substantial percentage of faculty get financial support to participate in professional development activities such as attending conferences and workshops. Moreover, professional development training programmes for both teaching and non-teaching staff are regularly organised. The Performance Appraisal System for teaching staff and non-teaching staff follows the UGC prescribed Career Advancement Scheme (CAS) guidelines.

The institution regularly conducts internal and external financial audits and has a number of strategies for mobilisation of funds and the optimal utilisation of resources such as sponsorships, and donations among others.

Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalising the quality assurance strategies and processes. The College takes several quality assurance initiatives which include the organisation of professional development training programmes, like ICT training and other skill enhancing workshops for both teaching and non-teaching staff.

Institutional Values and Best Practices

Maitreyi College values holistic and empowered growth and development of all its stakeholders. The various departments, societies, clubs and committees of the college regularly organise a plethora of events, seminars, conferences, competitions and fests. These events pivot around themes of gender equity, eco-consciousness, social responsibilities, constitutional rights and values, cultural heritage and linguistic diversity to name a few. The Enabling Unit of the college actively engages itself to promote sensitivity and awareness towards issues related to disabilities and the specially-abled. The 'Sashakt Nodal Sports Centre', in collaboration with Special Olympic Bharat, Delhi, epitomises the institution's sense of inclusiveness. All these efforts are aimed at developing an inclusive, holistic and aware ethos for our students.

Here, at Maitreyi, we encourage environment- friendly and eco-conscious practices. Use of energy efficient equipment, conducting energy and green audits, rainwater harvesting, vermi-composting and recycling are a few potential steps in this direction. The college is proud of its lush gardens, including Herbal Garden, Rock Garden and Rose Garden, which also act as carbon sink. Various outreach activities, projects and events are conducted under NSS, Enactus, Unnat Bharat Abhiyan, etc.

The Centre for Research at Maitreyi College promotes active participation of faculty and students in diverse fields of research, reinforcing our commitment to research attitudes and scientific enquiry. It also opens new vistas for students to pursue their goals and vision beyond the academic rigour. The Entrepreneurship Cell and the Placement Cell of the college through various start-up initiatives like 'Urvara', 'Kriti', etc. and placement opportunities, respectively, encourage and promote self-reliance among students.

In Maitreyi, we educate women students from different social, cultural and economic backgrounds and aim to make them self-aware and empowered. Inclusiveness and gender equity are hence, amongst the important ideals upheld by our college.

Our steadfastness even during the lockdown restrictions is manifested in the numerous online activities organised during the academic year 2020-2021.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAITREYI COLLEGE
Address	MAITREYI COLLEGE, BAPU DHAM COMPLEX, CHANAKYA PURI, NEW DELHI-110021
City	New Delhi
State	Delhi
Pin	110021
Website	www.maitreyi.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Haritma Chopra	011-9311331434	9891919997	-	maitreyi1967@yahoo.co.in
IQAC / CIQA coordinator	Manju Bhardwaj	011-9311331435	9818328553	-	mbhardwaj@maitreyi.du.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	17-07-1967

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	17-07-1967	View Document
12B of UGC	17-07-1967	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
No contents				

Details of autonomy

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

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Star department status to all Science departments by Department of Biotechnology Government of India
Date of recognition	04-10-2013

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	MAITREYI COLLEGE, BAPU DHAM COMPLEX, CHANAKYA PURI, NEW DELHI-110021	Urban	10	13516.88

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	BCom,Commerce	36	Merit Based	English	78	45
UG	BCom,Commerce	36	Merit Based	English	115	105
UG	BA,Economics	36	Merit Based	English	57	57
UG	BA,English	36	Merit Based	English	57	51
UG	BA,Hindi	36	Merit Based	Hindi	57	49
UG	BA,History	36	Merit Based	English + Hindi	57	56
UG	BA,Political Science	36	Merit Based	English + Hindi	115	115
UG	BA,Sanskrit	36	Merit Based	Sanskrit	39	17
UG	BA,Sociology	36	Merit Based	English	57	54
UG	BSc,Botany	36	Merit Based	English	117	117
UG	BSc,Botany	36	Merit Based	English	39	34
UG	BSc,Chemistry	36	Merit Based	English	39	32
UG	BSc,Chemist	36	Merit Based	English	39	34

	ry					
UG	BSc,Mathematics	36	Merit Based	English	49	49
UG	BSc,Physics	36	Merit Based	English	39	39
UG	BSc,Zoology	36	Merit Based	English	39	39
UG	BSc,Computer Science	36	Merit Based	English	39	38
UG	BA,Ba Program	36	Merit Based	English + Hindi	231	231
PG	MA,Political Science	24	Merit Based	English + Hindi	39	38
PG	MSc,Mathematics	24	Merit Based	English	39	10

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				190
Recruited	0	0	0	0	0	0	0	0	4	79	0	83
Yet to Recruit				0				0				107
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				151
Recruited	83	19	0	102
Yet to Recruit				49
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				3
Recruited	1	2	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	37	0	1	22	0	62
M.Phil.	0	0	0	0	5	0	2	6	0	13
PG	0	0	0	0	1	0	1	6	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	11	46	0	57
M.Phil.	0	0	0	0	0	0	2	10	0	12
PG	0	0	0	0	0	0	1	6	0	7
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	18	0	21
M.Phil.	0	0	0	0	0	0	2	5	0	7
PG	0	0	0	0	0	0	3	8	0	11
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
	8	31	0	39

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	1366	2009	1	8	3384
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	55	36	0	0	91
	Others	0	0	0	0	0
Certificate / Awareness	Male	540	883	0	5	1428
	Female	2470	1675	0	9	4154
	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	152	153	151	142
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	40	46	44	39
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	270	316	268	279
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	619	647	934	921
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	3	35	113	28
	Others	0	0	0	0
Total		1084	1197	1510	1409

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Maitreyi College is committed to interdisciplinary and multidisciplinary approach to education and learning that integrates multiple knowledge domains to enrich and enhance the scope and depth of learning. In this regard, the College has pioneered several initiatives such as establishment of a dedicated Centre for Research (CFR) and conduct of an annual interdisciplinary academic fest for undergraduate students titled 'Avgaahan'. Both these initiatives seek to engage students across different disciplines on specific themes every year. We also encourage collaborations across different departments while conducting seminars, conferences and workshops. Being a constituent college of the

	University of Delhi, we offer Generic Elective courses wherein students may study up to four subjects apart from their chosen discipline in their undergraduate programme. Furthermore, the College has a multitude of publications including a peer-reviewed research journal 'Vantage: Journal of Thematic Analysis' (ISSN 2582-7391) and a peer-reviewed e-Research magazine 'Samvedna' (ISSN 2581-9917); and more than ten magazines and newsletters by different departments. All these endeavours are multidisciplinary and the result of collective labour of stakeholders from various disciplines.
2. Academic bank of credits (ABC):	Being a constituent college of University of Delhi, the institution is prepared to adhere to the guidelines as per NEP. Currently, the College has successfully conceptualised and conducted several short-term courses with proper assessment and grading. These include a three-month certificate course on Indian languages that saw over 2500 participants. Such existing courses can be seamlessly converted into credits if university guidelines permit.
3. Skill development:	As per university guidelines, the College offers Skill Enhancement Courses (SEC) in each subject. In addition, a wide range of non- credit short term courses (STC) are also offered for enhancing employability. A plethora of seminars, workshops, talks by industry experts and scholars are organised for capacity building and knowledge enrichment of all stakeholders. The College has an active Placement Cell 'Horizon' for providing career guidance and job opportunities. The College hosts an internship cum placement fair 'Envision' every year. To foster entrepreneurial talent and promote a culture of job creation (rather than job seeking), the College has a vibrant and active Entrepreneurship Cell which has launched several successful projects and start-ups, namely; 'Kriti', 'Gulistan', 'Stay Mentor', 'Eco Handy', 'Urvara', 'Sugary Frost', 'Edulibrary' and 'Dhriti'.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College is committed towards promoting multilingualism and integration of traditional and modern knowledge systems. Our teaching faculty is proficient in both English and Hindi and the College follows bilingual model of teaching. In fact, there are special sections in Departments of History and

	Political science to cater to students belonging to Hindi medium. Among all the programmes offered by the college, BA Programme has the maximum intake of students and offers a broad spectrum of subject combinations with Indian languages. Further, we offer three modern Indian languages (MIL) namely Hindi, Sanskrit and Punjabi as discipline courses to students opting for BA Programme in order to promote Indian languages among students. Highlighting the importance of Sanskrit has been a defining feature of our endeavours. The Department of Sanskrit has organised numerous webinars, workshops and conferences in this regard which saw wide and enthusiastic participation from all quarters. Another notable inclusion in the LOCF curriculum is the elective course offered by the Department of Botany titled 'Ethnobotany'. This course provides an opportunity to students to understand the treasure value and usefulness of the natural products, and their efficient use by local communities, food and medicine, and their conservation practices. In order to impart and promote the values of syncretism and cultural diversity, the College celebrates and commemorates all days of national, cultural and social importance like Independence Day, Republic Day, Environment Day, Language Appreciation days such as Hindi Diwas among others. Effective pupil engagement has also been achieved by regular documentary and film screening by various departments on relevant issues. Our College is a Participating Institute (PI) in the Unnat Bharat Abhiyan (UBA) programme of the Government of India wherein it has adopted five villages; namely Jewar Bagar, Malwa Gopalgarh, Mangroli, Thora and Bhabhogra with the aim to contribute towards rural development.
5. Focus on Outcome based education (OBE):	The College believes in student-centric teaching and learning methodology. It adheres to the Learning Outcomes – based Curriculum Framework (LOCF) system adopted by the University of Delhi. In fact, our faculty members have been actively engaged in the framing of the new LOCF curriculum and have provided valuable inputs towards the same.
6. Distance education/online education:	The College prides itself on the smooth and seamless transition to the blended mode of teaching as a consequence of the pandemic. Our teaching faculty is well versed in ICT tools and digital pedagogy.

Moreover, they were provided extensive training on using different Google applications and tools including Google Classroom, Meet, Drive, Sheets, Docs, Slides, Forms, and Jam board to enable them to impart education through digital/virtual mode efficiently. The faculty were also imparted training in creating Google sites, handling PDF documents, and signing the documents digitally. Similar training programmes were conducted for non-teaching staff as well. Student orientation sessions were also held to facilitate the shift to digital platforms. All stakeholders have been given access to a vast depository of online academic resources. To ensure holistic development, the College regularly organised events such as seminars, conferences and workshops via online platforms. In addition, all traditional college events such as Student Council Elections, Annual day, Freshers' Welcome, Alumni Interaction inter alia were conducted as per schedule to instil a sense of normalcy and belonging in students.

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
557	555	545	545	526

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
20	19	19	19	19

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3475	3212	3214	3148	3663

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
798	633	526	526	526

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
1017	1078	1141	1156	1297

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
190	190	161	163	161

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
190	190	161	161	161

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 47

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
898.81	234.88	200.66	183.05	224.45

4.3

Number of Computers

Response: 1131

06-10-2022 04:54:00

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:

Curriculum delivery at Maitreyi College makes learning experiential and engaging. This is further strengthened by a well-stocked library. Robust planning and documentation mechanism is followed for systematic workload distribution and comprehensive timetables. Students are apprised of the availability of books in the library, e-resources and their access through an orientation programme organised at the onset of a new session. The syllabi and previous year's question papers are emailed to all the students at the beginning of each academic session. The e-repository on the college website offers access to the previous year's university question papers. The learning outcomes of each programme are uploaded on the college website. All curricular and curricular enrichment initiatives are notified to students through the college website and other platforms.

Planning for curriculum delivery is done much before the beginning of each semester. The Workload Committee, Timetable Committee and Teachers- in-charge work in tandem to draw out class schedules. Teachers- in-charge share workload details in a proforma (a comprehensive document detailing faculty requirement and available resources). This data is checked and approved by the Workload Committee.

Interdisciplinarity (GE, AECC) and intra-discipline choices (DSE, SEC) are a significant part of curricular emphasis. Slots for these courses are fixed in the master timetable, ensuring uniform class timing across departments. Due attention is also given to skill enhancement (SEC) and discipline-specific (DSE) options. To streamline the course selection process, students are made to fill out an option form to intimate their choices. Diverse course options enable students to make the most of the prescribed curriculum, thus encouraging interdisciplinarity.

Programme-wise timetables, university and college academic calendars are uploaded on the college website before the commencement of each semester.

The curriculum promotes a balance of theory and application. In addition to classroom lectures, the teaching methodology includes participatory initiatives like group discussions, quizzes, and presentations. At the beginning of each semester, faculty members apprise students of the semester lesson plan. Remedial classes are planned at regular intervals, addressing curricular concerns of students requiring extra attention.

There is a significant emphasis on the use of ICT tools. Several classrooms in the college are equipped with projectors and screens. This practice has strengthened with time and is evident in the efficient transition to the virtual mode. Some instances include:

- Google Classroom for structured curriculum delivery.
- Study material and audio-visual resources to supplement lectures.
- Interactions with academicians and experts to strengthen curricular exposure.

Classroom learning is supplemented by participatory initiatives. All notifications and schedules are provided on the college website. Some initiatives include:

- **Summer Internship Programme (Centre for Research)**: Student research projects (two-month duration), mentored by faculty members. Students from all departments participate and present their findings through research papers.
- **Workshops and Academic Interactions**: Periodically organised by each department. Invited subject experts introduce students to scholarly ideas.
- **Educational Trips and Field Visits**: Add experiential thrust and provide industry exposure.
- **Student Seminars and Competitions**: Periodic events enabling practical application of knowledge.

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:

Curriculum delivery, assessments and other pedagogical initiatives in the college are aligned through a meticulous scheduling mechanism. Evaluations are done through different formats: formative and summative assessments and assessments through experiment-based learning.

Scheduling

The College executes curriculum delivery in an organised manner, guided by the university and college academic calendar. A uniform schedule of classes and evaluations, spread across semesters, is followed by all the departments. This helps students keep pace with teaching and strike a balance between academics and co-curricular activities.

The College draws out an activity schedule for the systematic execution of various activities and events. This broad schedule works in tandem with other activities organised by the college, keeping both curricular and co-curricular engagements finely aligned.

The college calendar is drawn out in consonance with the university academic calendar. This is made available through the college prospectus and is also uploaded on the college website.

Formative and Summative Assessments

The College follows formative and summative assessment methods, both in adherence to the university norms. The former includes a mechanism of internal evaluations, catering to both theoretical and application-based learning. Summative assessments are done in the form of end-semester exams (theory and practical), according to the university schedule.

Formative evaluation follows continuous evaluation techniques such as regular class tests, assignments and

quizzes. Student submissions follow a blended format-- written drafts and ICT enabled presentations. This helps evaluate the concept clarity, consistency, presentation skills and innovative thinking of students.

Teachers adopt an interactive format of lecture delivery that further helps evaluate students on the basis of their constructive engagement in class discussions.

As per earlier practice, assignments were submitted by the students in hard copies, duly checked and marked by teachers. Now the format involves the use of ICT tools; students submit e-assignments which include recorded presentations and experiments. This has helped students keep pace with new-age learning premised upon technology.

Another important component of internal assessments is attendance. A systematic record of semester-wise attendance is maintained on the college portal. Respective teachers collate the data and upload it on the portal each month. Students are given access to this record and they can self-assess their attendance patterns.

Assessment through Experiential Learning

Assessment patterns at the college are commensurate with curriculum delivery rooted in a blend of theoretical and experiential learning. Over and above the conventional evaluation methods, the college follows certain other evaluation techniques as well.

In-person educational and field visits would initially be followed by report submission by each group, detailing key learnings from the trip. Eventually, these excursions transitioned to the virtual mode. An off-site visit to Agra Fort, by the Department of History, inspired the students to make a documentary highlighting the legacy of this historic monument. In these unprecedented times, this documentary facilitated a virtual visit for the next batch of students. Virtual excursions organised by the college cater to both academic and cultural aspects. The former includes virtual lab visits and industry visits while the latter involves visits to monuments and other places of historical importance.

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](#)
Link for Additional information	[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: 20

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for Additional information	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 51

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
29	13	5	2	2

File Description	Document
List of 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: 11.61

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
1541	294	91	29	30

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:

Making education holistic, the college inculcates a spectrum of values through a wide array of courses offered across departments. Class discussions and curricular enrichment initiatives encourage these values, shaping students into individuals with evolved sensibilities.

- **Professional ethics** are introduced through courses covering varied contexts such as:
    - Awareness about the processes of Intellectual Property Rights.
    - Knowledge of effective self-conduct in public interactions and interviews through soft skills training.
    - Exposure to methodologies of research, awareness about plagiarism and academic ethics.
    - Understanding significance of indigenous medicinal sciences and alternative therapies with discussions on Medicinal Botany.
    - Gathering nuances of operations of the commercial aspects such as e-commerce, cybercrimes and law.

    The College also conducted an online certificate course 'Vidhi Gyan', facilitated by the Delhi State Legal Services Authority, educating students about legal perspectives.

- **Gender sensitivity** is promoted through the discussion of ideas across different courses. These include:
    - Appreciating women's issues through a study of women's literary writings.
    - Studying the social construction of gender across cultures and its relevance to understanding experiences of violence.
    - Developing sensitivity to the experiences not only of women but also of the male and queer subjects.
    - Appreciating the intersectionality of gender with other forms of marginality such as caste and class.
    - Awareness about reproductive biology, helping students understand male and female reproductive systems. Students engage in projects and surveys on issues such as menstrual health, lactation, and IVF among others.
- Sensitivity to **human values** and inclusivity are inculcated through different courses, making

students active participants in social growth. Some concerns include:

- Discussions on the sociology of religion, highlighting the significance of secularisation and multiculturalism.
- In-depth analysis of Indian classical literature, discussions on representation of disability in the epics, among others.
- Awareness about food, nutrition and health underlining developmental needs of different social sections.
- Discussions on public health and hygiene, nutritional deficiency diseases and social health problems.

- **Environmental awareness**, issues of ecology and biodiversity are addressed through EVS paper studied by all first-year students of the college. Allied ideas introduced through other courses include:

  - Principles of ecology, unique and group attributes of populations, among others.
  - Ecology and wildlife management through survivorship curves, restoration of biodiversity, data collection.

The college short term course committee conducted various courses which were facilitated by The Indian Astrobiology Research Foundation (IARF).

Values Strengthened through Curricular Enrichment Initiatives

The following initiatives further encourage value-learning in classroom teaching:

- The Centre for Research, Entrepreneurship Cell, Placement Cell, annual lecture series and conferences on Intellectual Property Rights, among others.
- The Internal Complaints Committee (ICC), periodic activities, various college publications dedicated to issues of gender and social relevance.
- Dedicated units working towards inclusivity and human values (NSS, Enabling Unit, Enactus Maitreyi among others).
- Student engagement in garden committees, paper recycling and composting, data collection in herbal & medicinal gardens, Eco Club activities among others.

Academic discussions through diverse courses and curricular enrichment programmes inculcate values amongst students, making learning a holistic one.

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
Any additional information	View Document

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

Response: 16.67

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
126	90	73	70	96

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]
Any additional information	[View Document]

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

Response: 44.03

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

Response: 1530

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
Any additional information (Upload)	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View 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
Upload any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 104.27

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

2020-21	2019-20	2018-19	2017-18	2016-17
1425	1157	1073	1087	1181

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

2020-21	2019-20	2018-19	2017-18	2016-17
1341	1176	1055	1055	1055

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: 77.81

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
494	504	458	455	389

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:

Maitreyi College respects and strives to promote the holistic development of its students,

- The College offers a plethora of opportunities and avenues for students to showcase their skills in their field of expertise and interest. For example, the college has started an initiative wherein paintings made by students are presented to distinguished guests. Students are an integral part of the ideation, planning and execution of departmental newsletters and magazines.
- Students are always encouraged to go beyond the academic curriculum, participate and excel across extra-curricular and co-curricular domains, and hone their leadership skills. For instance, students actively participate in and organise various college, departmental, and society events.
- Through the institutional framework of the mentor-mentee system and tutorial groups, the college ensures that the specific needs of students are addressed.

Besides awarding college toppers in each course, students are felicitated for contributions in fields other than academics through the All-Rounder Achievers' Award.

Advanced Learners

- Centre for Research caters to the research interests of students through a theme-based Summer Internship Programme and Annual Research Projects.
- Lectures, workshops, and other special programmes are organised to provide exposure to ideas that are beyond the curriculum. For instance, students annually participate in the 'Shadow- A Scientist' Programme, under the Science Setu initiative of Translational Health Science and Technology Institute (THSTI). Series of talks and lectures are organised every year on various aspects of science and technology in collaboration with the Indian Institute of Science and Education Research, National Institute of Immunology, and THSTI.
- *Avgaahan*, the international interdisciplinary academic fest of Maitreyi College, provides a competitive learning platform to students.
- To enhance the skill set of students, the Short-Term Courses Committee offers certificate and diploma courses in several fields.
- The Department of Mathematics conducts Ramanujan Mathematics classes free of cost for IIT JAM and M.Sc. (Mathematics) entrance examinations.
- There is a mechanism to facilitate internships and letters of recommendation for those who wish to pursue higher education.
- The College library is an important centre for learning and research. It has a good collection of books, journals, and e-resources to cater to the learning needs of bright minds.

Slow Learners

- Teachers identify students who face various learning challenges, including the discomforts some students experience in a new learning environment. On this basis, round-the-clock doubt sessions

and remedial classes are conducted.

- Practical classes for science students are an important medium through which faculty clears doubts of individual students and aids their hands-on experiential learning.
- The college faculty members conduct bilingual classes (whenever required) and have made relevant reading material available in Hindi for those students who face difficulty in learning because of the language barrier. They work with Enabling Unit to assist and encourage students with special needs.
- Programmes conducted by the Department of Computer Science in collaboration with ICT Academy and Reliance, imparted free training to students from economically weaker sections to hone their employability skills.
- Placement Cell *Horizon* gives special attention to slow learners to prepare students for recruitment drives by conceptualising programs.

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: 18.29

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 teaching-learning processes are inclusive, dialogic, and blend learning within and outside the classroom. Student-centric experiential learning is one of the fundamental objectives of Maitreyi College, and the institution envisions the co-creation of knowledge and experiences.

- Faculty members focus on enhancing the learning experience by increasingly incorporating ICT tools, group discussions, paper presentations, and offline and online quizzes in the teaching-learning process. Some faculty members have created online repositories of lectures on platforms like YouTube.
- The system of tutorials and remedial classes enhances the student-centric approach toward learning.
- The college departments organise one-day field trips, movie screenings, debates, quizzes and annual festivals to boost students' participative learning.
- Career counseling sessions, conferences, projects by Centre for Research, symposiums and workshops are organized regularly.

- Students are the stars of all intra and inter college events. The Annual Inter-College Cultural Festival *Rhapsody* and various other festivals organized by student led societies provide an enriching learning experience. Students learn to work efficiently as a team by managing the social media handles of different departments and societies.
- *Avgaahan*-the international interdisciplinary annual academic festival, and the Centre for Research at Maitreyi College are pivotal in encouraging collaborative learning modes amongst students.
- Being a star college, the faculty has successfully integrated experiential learning into an academic framework through workshops, industry-centric experiments, interdisciplinary projects, lab work, and institutional visits, in addition to the ones outlined in the university curriculum.
- Maitreyi renewed the Memorandum of Understanding with the in 2020 under the Science Setu Scheme of THSTI. Collaborations with the Department of Biotechnology, the Indian Institute of Science Education and Research, the National Centre for Cell Sciences, and the National Institute of Immunology focused on engaging students through lectures, laboratory exercises, projects, internships, etc.
- The Entrepreneurship Cell *Meraki* was set up in 2019 to cater to the needs of budding women entrepreneurs. Students have been at the forefront of the Cell, from starting a start-up incubation project to organising a range of activities.
- The Placement Cell *Horizon* assists students in securing internships and jobs, and remains active throughout the year by organising upskilling sessions for students.
- Students are encouraged to do research and publish their work in journals of repute within and outside the college, including the college's peer-reviewed journal, *Vantage: Journal of Thematic Analysis* (ISSN: 2582-7391).
- Maitreyi College has shown the capacity to innovate with time without diluting its objective of knowledge sharing with and capacity building of students. In the wake of the pandemic, the faculty conducted regular online classes, webinars, online student development programmes, and all the departments completed student elections online.
- Through NCC, NSS and *Enactus*, student volunteers contribute to societal causes. They organise and participate in social campaigns, blood donations camps and cleanliness drives, besides various outreach programmes.

File Description	Document
Upload any additional information	[View Document](#)

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

Response:

Teachers at Maitreyi College work relentlessly towards upgrading their skill set to incorporate a variety of ICT tools in the teaching-learning process.

- **Infrastructure**

The College provides necessary infrastructural support including ICT-equipped classrooms, video conferencing hall and auditoriums, computer laboratories, laptops and printers. The College provides a fully Wi-Fi enabled campus so that teachers can use internet connectivity to make the teaching-learning

process more effective and advanced. The Enabling Unit is equipped with computers and notebooks with software like NVDA or Hindi OCR. The PwD desk in the library has the facilities of a Lex camera with Jaws software and Kurzweil Software for visually impaired users. These facilities make the teaching-learning process more effective for differently-abled users.

- **Library and E-Resources**

The College has a computerised and user-friendly library. A large number of e-resources are available through Delhi University Library System (DULS), N-LIST and DELNET. The remote access for the same give teachers much better reach academic research, which empowers them to complement their pedagogy.

- **Training**

Our faculty keeps themselves updated on the latest developments in their field of study by taking courses on platforms such as Coursera, Swayam, NPTEL, and other ICT initiatives of MHRD, etc. Besides, many departments and faculty members have attended and/or organised several workshops, seminars, etc. on digital literacy.

At the onset of the pandemic, our faculty from the Department of Computer Science designed a four-week ICT programme and delivered it to all the faculty members of the college. This prepared our faculty and led to a smooth transition from offline to online teaching.

- **Classroom**

Laptops and projectors are commonly used for lectures and presentations. Classroom teaching has always been supplemented with sharing of e-resources and during these unprecedented times usage of ICT tools has increased manifold. Online teaching has seen widespread use of hardware tools (like pen tablets) and software tools/platforms (like PowerPoint, Kahoot and Quizizz). Platforms like Google Meet and Zoom are used for online lectures. Some faculty members have also created lectures on YouTube. Internal assessment is submitted and reading material is shared through Google Classroom, Google Drive, Email, WhatsApp groups and Telegram groups. Students are also encouraged to use online tools to check plagiarism.

- **Beyond Classroom**

All e-creations (e-magazines, bulletins, newsletters) of the college are published under the mentorship of teachers.

The teachers involved in Placement cell, E-cell and several other societies shifted smoothly from offline conduct of their annual events to online platforms and started using ICT tools extensively.

Avgaahan was launched in 2018 - 19 with a vision to use technology to bridge the gap between various disciplines. The event is steered by teachers of the college right from conceptualization of events to execution using Google Workspace. A special software "Online Quiz Creator" was purchased for

conducting some of the events. Under *Avgaahan 2021*, an online conference was also organised where more than 60 papers were presented by students under the mentorship of our faculty members.

Extensive use of ICT in managing the college administration, lectures and extra-curricular activities ensured that the various activities were carried out effectively even during the pandemic.

File Description	Document
Upload any additional information	View Document

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

Response: 21.86

2.3.3.1 Number of mentors

Response: 159

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: 100.25

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
Any additional information	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: 64.29

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
117	113	112	109	103

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)	
Any additional information	

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: 9.52

2.4.3.1 **Total experience of full-time teachers**

Response: 1808

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

2.5 Evaluation Process and Reforms

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

Response:

As per University of Delhi rules, 25% of the maximum marks in each course are assigned for Internal Assessment (IA) which is based on tests, assignments and attendance. Due to the COVID-19 pandemic, in 2019-20, the University introduced some changes in the scheme of IA. Instead of the three components, only one component, i.e., assignments were carried out for IA. From 2020-to 2021, presentations, oral tests, projects, group discussions and quizzes alongside assignments became the integral components of IA. To ensure transparency, students are made aware of the IA rules through different modes:

- The University website provides detailed rules and notifications for IA.
- The college prospectus also outlines the University's prescribed rules.
- The Orientation Programmes organised by the college and individual departments apprise students of the same.

- Teachers discuss with students the mode and timeline of assessments to be undertaken.

The College ensures transparency and robustness in the implementation of attendance rules in the following ways:

- At the end of every month, the attendance records of the students are uploaded to the college website.
- Teachers keep informing students about the shortage of attendance if any.
- The benefit of attendance of exclusion of not more than 1/3rd of the number of Lectures/practical classes on grounds of active participation in extracurricular activities is given to the students as per University rules. Students' participation in competitions is certified by the society conveners.
- Students availing of attendance benefits on medical grounds inform the college within a week of illness and submit the medical certificate within 15 days of their re-joining after recovery along with the prescribed form duly signed by all the subject teachers.
- A duly constituted staff council 'short of attendance' committee, formed at the beginning of the academic year, designs policies related to attendance requirements.
- Students can approach teachers directly in case of any discrepancy.

The college ensures that the whole process of conducting tests/assignments is transparent and robust in the following ways:

- At the beginning of the semester, teachers inform students about the nature of assignments, projects, presentations, tests, group discussions and quizzes.
- For assessment regularity, the college prepares a list of academic and non-academic activities which are published in the college prospectus.
- Assignments, tests and projects are returned after assessment with remarks and feedback; followed by a discussion so that students know how marks have been awarded. Improvement tests and assignments are allowed if needed.
- One-on-one interaction between teachers and students helps in critically evaluating the strengths and weaknesses of students. This ensures the rigorous quality of IA marks.
- Teachers explain the breakup of the total marks and share the final IA marks with the students.
- After the verification of the IA marks by students and teachers, the assessment is submitted to the moderation committee (composed of senior teachers). The moderation committee vets the same and the duly signed final IA sheets are submitted to the university.
- In case of any further discrepancy, students can approach the office of the Principal of the college.

File Description	Document
Any additional information	[View Document](#)

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

Response:

Being a constituent college of the University of Delhi, the prescribed guidelines are strictly followed for

internal/external examination.

Internal Assessment (IA)

- Attendance records are uploaded on the college website every month. In case of any discrepancy, students approach the teachers and necessary corrections are made immediately.
- Issues related to attendance benefits on medical grounds are resolved by the teachers. If needed, the medical officer of the college is also consulted.
- The conveners of various societies certify the active participation of students in various extracurricular events which helps to resolve issues related to the benefits of attendance.
- 'Short of Attendance' committee addresses the attendance issues towards the end of the semester.
- Assignments and tests are returned to students after careful assessment with remarks and feedback. This provides clarity with respect to marks awarded.
- Requests for improvement tests are given due consideration. Many times, teachers take remedial classes/tutorials and mentor the students before they write their improvement tests and assignments.
- Students are given an opportunity to check their IA marks in each subject and report discrepancies, if any, to the respective teachers.
- If any error is reported in the final IA document, students can approach the administrative staff within a specified time period. The issue is promptly resolved by consulting the concerned teacher before uploading the same on the university portal.
- The Moderation Committee, comprising senior college faculty, ensures that all student representations are implemented before the marks are submitted to the university.
- Despite such rigorous scrutiny, if any errors are reported in the marks submitted to the university, the College immediately gets it rectified.
- A duly constituted staff council 'Grievance Committee' is formed at the beginning of the academic session where students can freely approach. Worth pondering is that no grievance has been reported to date.

External examination

- The college implemented a centralised, staff-assisted 'block period' system for filling up examination forms, thereby alleviating student grievances regarding long queues, missed lectures, and errors in form filling.
- For OBE, software was purchased linking the examination portal with the attendance portal to ensure that correct paper details are automatically filled in.
- To resolve concerns related to errors in admit cards, students are asked to individually verify their details in the presence of administrative staff, post which the cards are issued.
- To prevent any onset of grievances related to the conduct of the examination, the college proactively issues clear instructions for students. Even during OBE, special sessions were organised.
- During the examination, students' queries related to question papers are promptly addressed by deputy superintendents, administrative staff and teachers.
- During OBE, special WhatsApp groups have been created for all the programmes through which student grievances such as difficulty in downloading question papers, incorrect question papers, uploading the answer scripts, etc., are resolved.
- Technical assistance was provided to students for timely uploading of the answer scripts. In case students fail to upload on the DU portal, special email IDs have been created for emailing the same

to the college for further correspondence with the university.

File Description	Document
Any 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:

Maitreyi College is dedicated to a set of generic learning outcomes which are aligned with its legacy, vision and mission. Being a constituent college of the University of Delhi, it follows the prescribed curriculum strictly. At present, the University is offering a Learning Outcome-based Curriculum Framework (LOCF) to strengthen students' experiences.

The expected learning outcomes include:

- In-depth knowledge of a particular discipline.
- A strong foundation for higher studies and research.
- Improved critical thinking ability that helps students present complex ideas clearly and concisely.
- Enhancement in employability skills and entrepreneurial mindset.
- Holistic development of students includes grooming responsible citizens by imparting requisite social and ethical values.

The various programmes and courses prepare students for sustainability and life-long learning. The outcome-based CBCS syllabi, offered by the college as per university guidelines, offer courses such as Generic Electives, Ability Enhancement Courses and Skill Enhancement Courses which enhance the employability skills of the students. These options are discussed and explained in detail at the time of admission. Teachers and students are apprised of the programme and course outcomes in the following ways:

- The outcome-based CBCS syllabi and currently offered LOCF syllabi are available on the University of Delhi website. Notifications and revisions related to these are promptly updated on University's website.
- The college website provides the details of the various opportunities available after completing a particular programme.
- A common orientation programme is organised at the beginning of the academic year where the generic learning outcomes are communicated to the new batch of students.
- The college gives orientation not only to students but the visiting parents are also made aware of the same.
- This is followed by a department orientation programme where they are also made aware of the prospects of the programme in which they are enrolled.
- Faculty members also interact with students and outline the micro-level lesson outcomes as they

teach the various components of the syllabus. The interdisciplinary approach is emphasised while teaching the Generic Electives.
- Regular assignments, projects, tests and other assessment methods aid the reinforcement of the stated course outcomes. These are reiterated through discussions and small group tutorials.
- Students are made aware of the expected course outcomes through the various seminars/webinars and lectures conducted by the various departments where they invite experts from different fields during the academic sessions.

The college also supports and encourages the faculty members to stay informed and updated on this front.

- Many faculty members of our college serve as members of various committees formed for designing the programmes and courses.
- Participation in the meetings conducted by parent departments at the University helps them gain familiarity with updated guidelines for the courses and additional reading material.
- Faculty members attend workshops and special lectures organised to acquaint them with new courses or new components introduced in existing courses at the time of restructuring.
- Attending Refresher Courses and Faculty Development Programs helps them gain familiarity with specific course objectives and tune the classroom teaching accordingly.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)

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

Response:

As per the University of Delhi rules, there are two components for evaluation, i.e., internal assessment and end-semester examination. They help in assessing disciplinary knowledge, subject-specific skills and generic skills.

Internal Assessment

- IA is a continuous process that takes place throughout the year. It includes marks for attendance, assignments, tests, projects, presentations and practical tests (as per the requirement of the course).
- Attendance records of students are regularly uploaded on the college website as it aids in assessing their discipline, time management and consistency.
- Through assignments and tests students' understanding of theoretical underpinnings, ability to make evidence-based arguments, writing skills, conceptual clarity and analytical abilities are evaluated by teachers.
- Projects and presentations help in evaluating the extent to which students have honed their research acumen, communication skills, subject-specific knowledge, scientific temperament and documentation aptitude.

- Practical aid teachers in assessing students on the methodologies used, experimental hand, nuanced and accurate evidence gathering.

End semester examination

- End semester examination, through a common University question paper, fairly assesses students' level of understanding by including a mix of basic, intermediate and difficult questions.
- It evaluates not just the memory learning skills but also the cognitive and analytical skills of students.

LOCF focuses on holistic development and Maitreyi College embodies this focus through various initiatives that allow students to excel in fields other than academics. The following initiatives play a key role in evaluating the extent to which our students are equipped with the required employability skills and are prepared to enter a globally competitive environment:

- Entities like The Centre for Research enable the assessment of research acumen and critical thinking skills by providing students with Summer Internships and Annual Research Projects.
- Additionally, the Placement Cell also provides internships and final placement opportunities to the students.
- Those with entrepreneurial ambition are empowered by the Entrepreneurship Cell, which offers them a platform to get their ideas off the ground.
- Participation in social initiatives conducted by NSS such as Shramdaan, rallies, cleanliness drives, visits to slums and old age homes is always encouraged, guiding students and shaping them to become responsible leaders of tomorrow.
- The college keeps an up-to-date record of all alumni, which helps current students tap into the vast resources that our strong alumni network has to offer.
- The digital literacy of our students is evaluated through their use of various ICT tools.

All of these initiatives are revisited annually through student feedback forms on various aspects of their experiences in the college.

Programme and course outcomes are ensured by a system of checks:

- The Principal interacts regularly with faculty members and Teachers in charge (TIC) to ensure that lectures, tutorials, assignments and projects are being handled optimally in fulfilling the needs of the students and expected outcomes of the courses.
- The college ensures the involvement of all the teachers in the evaluation process and timely completion of the evaluation. This is an excellent method for keeping track of the implementation of curriculum as well as course objectives in a satisfactory manner.
- The results of different departments are compiled and presented in the Annual Day programme.

File Description	Document
Upload any additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 94.35

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
999	1015	1039	1079	1232

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
1017	1078	1141	1156	1297

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.29

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: 117.19

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
0	13.14113469	33.28218443	37.31267874	33.45383258

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]

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

Response: 5.79

3.1.2.1 **Number of teachers recognized as research guides**

Response: 11

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: 13.33

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
3	1	2	2	2

3.1.3.2 **Number of departments offering academic programes**

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

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[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:

Maitreyi College is committed to knowledge acquisition, creation and dissemination. Based on these three cornerstones, we have built a conducive ecosystem that encourages innovations.

The Incubation Centre of Maitreyi College, comprising the Centre for Research (CFR) and Entrepreneurship Cell Meraki, works in tandem with each other to promote research activities and to encourage and foster creativity and entrepreneurship. Funding is provided to research projects under the Summer Internship Programme and Annual Research Programme. These programmes impart rigorous training by mentors and provide an opportunity for students to interact with experts from different universities. CFR also publishes a biannual, peer-reviewed, multilingual, multidisciplinary journal, *Vantage: Journal of Thematic Analysis*. The CFR, Maitreyi College covers the costs of publishing this open access journal enabling scholars and scientists to publish their work without any article processing charges.

The critical thinking and analytical skills acquired by students are further fuelled by Entrepreneurship Cell *Meraki*, which provides guidance, mentoring, and funding for students to start their start-ups. Regular workshops are held for students, where successful entrepreneurs share their stories and provide insights on challenges and opportunities. Inter-college competitions test the entrepreneurial mettle and provide a platform wherein students pitch their ideas. All these have led to many start-up initiatives. The start-up 'Kriti', markets paintings created by the students of the Fine Arts Society *Artisto* of the College. Their

paintings are also presented as souvenirs to dignitaries invited to the college on various occasions. Similarly, potted plants for gifting the invited speakers and guests are sourced from Project 'Gulistan'. Organic farming in the college is initiated under Project 'Dhriti'. Under Project 'Urvara', laboratory tested Grade-A organic compost is produced from biodegradable waste generated in the college and is sold at affordable prices. 'Sugary Frost' and 'Stay Mentor' are two independent start-up initiatives by students which have been supported by *Meraki*.

Interactive workshops on varied topics such as research methodology, computational skills, etc., are held for students to make them future-ready and help them in ideation and interpretation. To enable the faculty members to engage in innovative pedagogy, FDPs on digital e-pedagogy, e-resources, disability, etc are organised. Workshops are also held for non-teaching staff to enhance their technical and computational skills. In many of these workshops, our faculty members acted as resource persons and also created resources in the form of videos that could be used for ready reference. National and International conferences and Lecture series are held regularly to create awareness about relevant topics pertinent to the present global scenario and provide an opportunity for students to interact with stalwarts from various universities who motivate them.

As part of community outreach activities, *Enactus Maitreyi*, under projects 'Samya' and 'Misbah' works relentlessly for the upliftment of the marginalised members of the society such as HIV infected women and sex workers, and organises various fundraising events. Another start-up 'Riding Ranger' has generated employment for more than 60 persons.

Together, an integrated and systematic effort is being made to inculcate lifelong learning and innovation.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for 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: 266

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
134	64	33	22	13

File Description	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

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

Response: 11

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

Response: 11

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: 0.99

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
61	28	31	22	30

File Description	Document
List of research papers by title, author, department, name and year of publication	[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: 1.12

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
58	15	44	53	23

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:

Maitreyi College is dedicated to the all-inclusive development of students through academic pursuits and social enrichment activities to create a better civil society. The college, in the last five years, has organised various programmes, field visits, seminars and webinars. To reach a wider society, the CFR of the college and departmental newsletters have also become instrumental.All our initiatives are widely publicised in National dailies.

Extension activities are an embedded part of the curriculum. In this process, they acquire the necessary skills to cope with challenging situations and bring the required change.

NSS

During the span of the past five years, numerous events were organised in the college. Volunteers participated in a menstrual hygiene awareness campaign organised in the schools of the Government of Delhi and distributed free sanitary napkins. NSS organised a slum and village internship programme for the education of underprivileged students on a pan-India basis. To remove the language barrier, volunteers conducted remedial spoken English classes for the young children. In 2018 and 2019, student volunteers were involved with the kids' carnival 'Navodit' for underprivileged children, providing a platform for 1600 children to showcase their talents. During the pandemic, NSS along with the Health and Hygiene committee held webinars in collaboration with renowned doctors to spread awareness regarding the impact of COVID-19 and the importance of vaccination. NSS also organised a seminar for students that focused on leading a healthy mental life and finding emotional balance. The videos on the YouTube channel managed by NSS have more than 3500 views.

Enabling Unit

Enabling Unit, an important pillar of Maitreyi College, supports students and faculty to explore themselves

beyond their physical capabilities. It has conducted several pioneering events to sensitise students and faculty members. With its innovative ways, it has amassed 21,560 followers on its YouTube Channel. *Sashakt*, the nodal centre of PwD takes pride in training young, differently-abled players and encourages them to participate in the Paralympics. It has organised a national workshop in the area of disability and conducted three months online Skill Development Certificate course to promote Indian languages wherein 2700 participants benefited.

Unnat Bharat Abhiyan

'Unnat Bharat Abhiyan' is a project of MHRD with the purpose to uplift the educational, social and economic status of our villages. Under its flagship, the college has connected with five villages to engrain social responsibility. Within a short span of six months, it has built up a place among the villagers by organising successful tree plantation drives and health awareness programs, including an online yoga camp.

Enactus

Enactus Maitreyi has used the power of entrepreneurial skills to uplift the lives of people from marginalised sections.

'Misbah', 'Samya', 'Daan Utsav' and 'Unnayan' are the prominent projects of Enactus which have generated employment for over ten individuals and uplifted the economic lives of many others by providing a platform for their products.

NCC

The cadets participate in the Combined Annual Training Camps, Republic Day camp, and parades wherein they learn values like nation-building, patriotism, respecting cultural diversity etc. They regularly organise blood donation camps and actively participate in government-initiated programmes like 'Swachh Bharat Abhiyan', and 'International Yoga Day'.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for 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: 0

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
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[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: 267

3.4.3.1 **Number of extension and outreached 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
88	69	78	15	17

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: 28.21

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
2633	870	351	418	513

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

3.5 Collaboration

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

Response: 213

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
103	55	24	14	17

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

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

Response: 28

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
11	7	8	1	1

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

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 is committed to effective and holistic education. In line with this vision, the ever-evolving college infrastructure facilitates experiment-based and experiential learning. The sprawling 10-acre campus houses following facilities:

- **Classrooms**

    - 45 sunlit and ventilated classrooms and department rooms.

    - Wi-Fi-enabled campus and classrooms with ICT provisions (fixed/portable projectors and screens).

    - Bamboo rooms facilitate classes and other co-curricular requirements.
- **Science Laboratories**
    - 22 state of the art laboratories, well-lit and ventilated, are equipped to cater to the requirements of the CBCS and LOCF syllabus.
        - Arrangements for handling emergencies.
    - Facilities enabling experiential learning:
        - The botanical garden, with rare plant species and other resources, is accessed by students for experiments.
        - A well-equipped tissue-culture lab (Botany Department) and museums (Botany and Zoology) encourage observation-based learning.

- **ICT Facilities for New-age Pedagogy**

    - A server room and four computer labs (Computer Science Department)

    - The content creation room facilitates e-content creation by the faculty.

    - In-house ICT infrastructure for organising webinars, e-workshops and training sessions.

    - The administrative and library staff have tech facilities (computers, xerox machine, among others).

    - Laptops are issued on request to students, teaching and non-teaching staff.

- **Library**

    - The two-floor well-stocked library houses about 99000 books, a reading room and an

internet room.

- Facilitating remote access to academic resources, the ICT processes enable access to about 32 lakh e-Books through N-LIST and over 1,58,33,201 e-Resources through DELNET.

- **Facilities for differently abled**

    - Accessible technology for differently-abled students and teachers: computers with software (NVDA, Hindi OCR, Lex Camera), books recorded in the MP3 format.

    - Ramps with side-support bars at entry/exit points, and a lift (New Science Block), make the campus friendly for differently abled.

    - Wheelchairs for the physically challenged.

- **College Gardens supplementing Experiment-based Learning**

    - Gathering information about Herbal Garden, composting canteen waste, contributes to experiment-based learning for students.

    - Rich green cover on campus is a constant tacit reminder of the need for environmental sensitivity.

- **Other Student-Support Utilities**

    - Bookshop, xerox point photocopy shop and canteen have resources available in-house, at subsidised rates, catering to students from diverse backgrounds, ensuring ease of access.

        - The Mother Dairy kiosk provides healthy food options for students.

    - Banking facilities for students and the faculty are available within the college premises at the Punjab National Bank.

    - CCTV cameras are installed at 16 locations, to connect with students and address emergencies.

    - The Public Address System enables the relay of a message to the entire college in one go.

    - The medical room provides first-aid and basic healthcare. A doctor for free consultation (appointed days) and a qualified nurse (all working days) is available.

- **Additional infrastructure for Enhanced Efficiency in Teaching-Learning**

    - The following facilities ensure comfort for students and faculty, contributing to a smooth teaching-learning process

        - **Ample water supply**: A five horsepower pump and underground water tank (one

lakh litre capacity) contribute to water sufficiency.

- **Clean drinking water**: The RO plant and several water coolers provide water supply to different parts of the building.

- **Uninterrupted power supply**: Two 250 KVA diesel generators enable constant power backup.

- Well-equipped washrooms adhering to COVID-19 requirements.

- College Van facilitates transit of students and teachers for academic and co-curricular purposes.

File Description	Document
Upload any additional information	[View Document](#)

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

Response:

Skill development is an essential accompaniment to academic merit. The college cultural societies and other centres play an important part in fulfilling this pedagogical goal. The college facilitates this with adequate infrastructural support:

- **Meritorious Cultural Societies and the Allied Infrastructure :** The Indian Dance Society and the Fashion Society of the college are among the top three at Delhi University. Distinct recognition earned by these societies at the university level, is a consequence of sound infrastructural support.

  - The college has about 13 active societies that function under the umbrella of the Students Union.

  - Each society has a dedicated space for storing articles and holding meetings. The Students Union also has a dedicated room for the purpose.

  - The students have designated spaces for practice sessions and meetings (girls' common room, bamboo rooms, new auditorium and amphitheatre).

    - These spaces enable different societies and departments to hold events simultaneously, without interference or delays.

  - The college timetable assigns dedicated slots to facilitate co-curricular activities, without compromising academic requirements.

- **Infrastructure Enabling Diverse Co-Curricular and Cultural Activities**

  - ICT driven events are supported by the Computer Science department, for requisite arrangements.

  - The Video Conferencing Room is used for movie screenings, panel discussions and allied activities.

  - The parking area is optimally utilised for enacting street plays.

  - The well-lit, spacious and airy corridors are used for organising competitions and events involving art activities such as painting, sketching and rangoli-making.

  - The amphitheatre, with a capacity of about 1200 is used for holding various cultural events.

  - For still larger events, the sports field is used by erecting a temporary stage. It has a capacity of 5000-8000 spectators.

  - The lecture theatres, with a capacity of about 100 persons, are used for debates, quizzes and creative writing events.

  - The college auditorium is used for play performances, farewells and lectures by invited experts among other events. It has a capacity of about 250 persons.

- **Infrastructure for Sports**

  - The college has facilities for both indoor and outdoor sports:

    - **Outdoor Sports**: Badminton court, Basketball synthetic court, Football field, Baseball and Softball field, Netball court, 200 mts Athletic grass track.

    - **Indoor Sports**: A multipurpose hall for Judo, Yoga, Powerlifting and Chess. The room is spacious and airy and synthetic mat for Judo and Wrestling.

    - Each sport has designated coaches for training students.

  - High-quality sports equipment is made available to students.

  - Before the pandemic, practice sessions began at 7 AM, enabling students to balance studies and extracurricular activities.

  - A massive bamboo room works as a storeroom for all sports equipment. Students also use this space for keeping personal equipment to avoid daily baggage.

  - The tournaments contribute to the in-house experience-based skill development of students, preparing them to compete on larger platforms.

- **Disabled-friendly Sports Facilities**

    - The college sports grounds and allied facilities are disabled friendly.

    - These facilities are extended not only to the differently-abled students but also to the wheelchair-bound international basketball players.

    - The accessible infrastructure of rest of the college, enables the differently-abled to easily navigate the college precincts and arrive at the accessible sports facilities.

File Description	Document
Upload any 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: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 47

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: 97.34

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
189.5	179.8	179.69	381.46	204.5

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[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:

The library of the college occupies a two-storied complex adjacent to the main building. It is a user focused centre of learning resources that meets all the academic and research needs. The library is automated using Integrated Library Management System 'SOUL' (Software Of University Library) developed by the INFLIBNET. Library acquired this software in 2007 and was able to fully automate its operations by 2010 after creation of database of all books and library services. Currently SOUL 2.0 version is being used. It comprises of an efficient OPAC (Online Publics Access Catalogue) system which allows the users of the library to check the status of their account and facilitates the information retrieval process. The library has a seating capacity of more than 150 users and a collection of more than 99,000 books. It has subscription of a wide range of print journals, periodicals, national and international magazines, and 23 leading national newspapers. The library provides access to database of many e-books and e-journals through its N-LIST facility. Apart from this, users can also access the online database subscribed by the Delhi University Library System through the college network. The library has membership of DELNET (Developing Library Network) services.

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: 8.28

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
7.89012	6.65100	6.91795	9.61712	10.33855

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](#)

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: 8.81

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

Response: 323

File Description	Document
Details of library usage by teachers and students	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Maitreyi College is geared towards providing quality education to the students in an organised way, with accessibility, comprehensibility and transparency. Computing and internet facilities are available to all staff members and students on campus. The college computerization committee and Department of Computer Science work in tandem for the maintenance and up-gradation of IT resources. The college has also appointed a system network administrator for IT infrastructure maintenance.

- **Hardware Infrastructure**

  - Two high configuration windows servers are installed in the computer lab for network maintenance and internet access.

  - An adequate number of desktops, laptops and printers are available in the college for academic and administrative purposes.

  - Twenty-five desktop systems were purchased for Computer Lab in September 2016.

- **Network Infrastructure**

  - The college is connected to NKN (National Knowledge Network) via DUCC (Delhi University Computer Centre).

  - All desktops are connected through a wired network and have internet access.

  - Free Wi-Fi access @100Mbps is available on the college campus since 2009.

  - Wi-Fi was set up in the newly constructed Science Block in October 2021.

- **Computing Platform**

  - The college desktops and laptops use Windows (Windows 7/8.1/10 pro) and Ubuntu (14.04).

  - The iMac systems are pre-installed with Macintosh OS.

  - 51 Windows 10 Professional Licences were purchased in September 2016.

- **ICT facilities**

  - Multimedia projectors are installed in classrooms to complement conventional blackboard teaching with visual presentations/videos.

  - Smartboards have also been installed in some classrooms to make learning more interactive and engaging.

- **Online teaching-learning**

- Since 2014, GSuite mail accounts were created for faculty members by Delhi University Computer Center on request. Each faculty member has been provided with a DU G-Suite account since 2018, which provides access to G-Suite accessories like Google Drive, Google docs, and Google sheets for unlimited online storage. Software like Google Meet, Google Calendar, Google Classroom, and Google Jam board are commonly used by faculty for conducting online classes and assessing student performance.

- The college purchased a Zoom subscription for 500 participants in December 2020 to conduct online webinars, conferences, meetings, workshops, training programmes and online classes to accomodate participant strength upto 500.

- **Software**

    - The college has been using open-source software since 2009. Latest versions of softwares like Octave, Python, R, Scilab, Dev C++, Java, PSpice, OpenOffice, and LibreOffice are installed in computer labs and updated regularly.

    - Urkund, an anti-plagiarism software has been freely available to faculty and students since October 2019.

    - The Accounts section of the College is using customised software purchased from RD Soft Systems Private Ltd. for payroll generation and salary management since 2001. Also, Tally and MS Office have been used since 2009 to record financial transactions.

    - College purchased special screen reading software JAWS and KURZWEIL in 2009 to aid the visually challenged faculty and students.

    - Since January 2007, SOUL software developed by INFLIBNET is being used for library automation- accessing library collection, acquisition of books, barcode generation and issue/ return of books.

- **Security measures**

    - Quick Heal antivirus software was purchased and installed on windows servers in January 2019.

    - Backup of all the active directory data on servers is taken fortnightly by the system administrator on an external Hard Disk purchased in 2012.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 3.07

File Description	Document
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 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: 103.83

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
1445.78	226.9	191.17	154.48	184.14

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:

The college building, surrounded by beautiful green cover, is well maintained and has pleasing aesthetics. The building has ample number of classrooms and laboratories to cater to the academic requirements. Additionally, the college also arranges and maintains facilities like clean drinking water, washrooms and

canteen for the convenience of stakeholders.

Utilization of Infrastructure

- *The Timetable Committee* looks after appropriate utilization of the classrooms and laboratories. The classes are usually held six days a week from morning till evening, and usually all the classrooms and laboratories are assigned for the conduct of theory and practical classes respectively. The college laboratories setup in each of the Science departments, have a variety of equipment available so that the students can perform experiments as prescribed in their curriculum.
- On non-working days, infrastructure is used for conducting other academic and non-academic activities:
    - Holding Non-Collegiate Women's Education Board (NCWEB) classes on Sundays and during summer/winter vacations
    - Using Laboratories for research projects by college students and PhD students enrolled with college teachers
    - Setting up Centralized Evaluation Centre (CEC) of University of Delhi
    - Setting up Examination Centre for School of Open Learning (SOL) examination
    - Conducting National Level competitive exams like CSIR-NET and UGC-NET
    - Providing Aadhaar Card services
    - Serving as Polling station during General Elections
- An Electric substation setup in the college premises, benefits the college by electricity billing at subsidized rates.

Support Facilities

- The College Library, housed in a separate two-storey building, with a seating capacity of 150 users. *The Library Committee* recommends the purchase of books as per curriculum requirements. The library has a large collection of books catering to multiple disciplines of study, and also subscribes to newspapers, periodicals and journals. A variety of e-resources (3.2 million e-books and 6000 e-journals) are accessible through DELNET and INFLIBNET.
- A Teaching Staff Room is an area setup for the faculty to work and interact with each other. The *Staff Room Maintenance Committee* maintains the facilities in the Staff Room. A lady staff attendant is available from morning till evening here.
- The college floats annual contracts to run photocopy shop, canteen and bookshop in the college premises, where items/services are provided at subsidized/fixed rates. The *Canteen Committee* enforces the implementation of cleanliness and hygiene protocols in the Canteen during food preparation and service.
- The college has a huge Sports ground, which is maintained by the Department of Physical Education. The *Sports Committee* aids the department in purchase and maintenance of the Sports equipment.The Committee also undertakes annual checks by scanning the equipment for wear and tear and accordingly, lists items to be replaced or purchased.
- The College medical room, maintained by *Health and Hygiene Committee*, provides basic medicines and first-aid facilities. A doctor is available for consultation in the college on marked days, and the nurse is available on all working days from 9 am to 3 pm. A counsellor was appointed initially to be available once a week for two hours in the college, but during the pandemic, she has been available on call seven days a week.
- Facilities like ramps with handrails, availability of wheel chairs, installation of special tiles on pathways and lift in the new science block make the premises PwD friendly.

- The college has setup a Public Address System for easy communication and CCTV cameras for overall security.
- An Industrial RO plant installed in the college premises, supplies clean drinking water to the water coolers at multiple locations in the college.
- The college premises host the branch of a nationalized bank to facilitate the staff and students.
- The college van provides transportation facility for students going for educational trips, or to participate in sports and extra-curricular activities held in Delhi NCR.

ICT Facilities

- The college campus is Wi-Fi enabled, the internet access @100 Mbps is provided by the network setup by Delhi University Computer Centre (DUCC). The college has appointed a *System Network Administrator* for maintenance of this network.
- The College library has an *Internet Room* with 20 Laptops, used exclusively by students for internet access and printouts.
- Projectors are installed in most of the classrooms, hence, providing access to ICT tools for teaching.

Maintanence

- The care and regular maintenance of the college campus is undertaken by the College Administrative Officer (AO). Two designated caretakers assist him to oversee the maintenance of the entire college. There are Annual Maintenance Contracts (AMCs) for the maintenance of computers, electronics, laboratory equipment, Industrial RO, Public Announcement System, fire extinguishers, pest control and CCTVs. The *Purchase committee* consisting of AO, Bursar and nominated faculty members finalizes the AMCs based on tenders/quotations as per the norms of Government of India.
- The laboratory staff issues and maintains the laboratory equipment and keeps record of items to be discarded, repaired or purchased. These records are periodically checked by the respective Teacher incharges and required action is taken to keep the laboratories up-to-date.
- All the laboratories are equipped with fire management systems which include fire extinguishers, fire alarms, first-aid kits, exhaust ducts etc. to deal with various fire emergency situations.
- The college outsources the housekeeping activities to a firm, shortlisted after floating tender for the same. The firm appoints a supervisor and a team of workers. AO apprises the supervisor of all the cleaning requirements, who further delegates work to his team of workers. The AO ensures the satisfactory execution of all tasks assigned. The firm also provides security personnel, who are available 24-hours at the college entrance.
- The *Building Committee* oversees the maintenance of the college infrastructure and ensures that the building is well-maintained and aesthetically pleasing. The committee carries out regular inspections and recommends repairs and essential alterations, wherever required.
- The *Garden Committee* along with a team of gardeners look after the beautification of campus by maintaining the green cover around the college building. The gardeners nurture the wide front lawns, a beautiful rose garden, the landscaped rock gardens, and a herbal garden.
- The college appoints an electrician and a plumber for the day-to-day repair jobs.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0.87

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
32	39	31	24	18

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: 3.8

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
224	116	123	93	79

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships 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](#)
Link to Institutional website	[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: 46.98

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
2544	2565	1380	1009	250

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: 5.14

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
72	70	68	32	44

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: 139.04

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

Response: 1414

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

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: 80.31

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
150	143	131	85	87

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
190	205	202	92	91

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

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: 449

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
126	69	93	65	96

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:

Maitreyi College has maintained a robust culture of students' representation and participation in various administrative, co-curricular and extracurricular activities. Even during the pandemic, students as part of various cultural and departmental societies continued the tradition of enhancing their team and leadership skills by successfully conducting various events and activities in the online mode.

The College has an active Students' Union where students are elected for the posts of president, vice-president, general secretary, and treasurer through an election administered by following a democratic process. Once elected, it works as the voice of the student body raising their issues and concerns. From the annual festival *Rhapsody* to the interdisciplinary festival *Avgaahan* – a unique online academic festival providing one of the largest platforms for academic participation and development, all these festivals are organised by them. They also represent the college in various inter-college and inter-university events both at the local as well as national levels.

A similar procedure is followed by each department of the college and the cultural societies wherein student representatives are elected as office bearers. They play an active role in each department in organising and conducting academic fests, conferences, webinars, workshops, etc. In addition to departmental student representatives, class representatives are also elected separately. Many departments also release magazines and newsletters which have student representatives on the editorial committee

board who work under the guidance of the faculty members. The college has ten cultural societies like *Abhivyakti* (Dramatics society), *Apollonia* (Western Music Society), and *Artisto* (Fine Arts Society) to name a few, where elected students help in organising various events, however, to maintain fairness they do not participate in the same. Students also remain a vital part of other College committees like the garden committee, and also have representation in various college sports teams where they are part of various decision-making processes.

Students are also a vital part of the statutory committees such as the Internal Complaints Committee (ICC) and the Internal Quality Assurance Cell (IQAC) of the college. As part of ICC, elected students help in organising various gender sensitization programmes within and beyond the college to spread awareness. They also handle concerns, if any, of the students. As part of IQAC, student members are involved in providing support in the collection and analysis of data. They provide an important perspective for raising learning standards and in the preparation of the AQAR. Student representatives are nominated and play an important role in the functioning of the college Placement Cell *Horizon*, Entrepreneurship Cell called *Meraki*, and Centre for Research (CFR).

Students play a crucial role in social welfare and awareness programs under NSS, NCC, and *Enactus* (a student-run chapter where students are engaged in the conceptualization of projects that generate employment). As part of NSS, NCC, and other extension activities, students help to aid the needy, bridge social gaps and empower the underprivileged. This instils a sense of social responsibility in the students and contributes to nation-building.

File Description	Document
Paste link for 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: 35

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
64	38	31	23	19

File Description	Document
Upload any additional information	[View 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:

Maitreyi Alumnae Association (MAA) is a vivacious group that continuously aspires to strengthen the relations of the Alumnae with their alma mater. Currently, there are 1595 registered alumnae and the college connects with them through email and social networking sites, LinkedIn and Facebook.

MAA intends to:

1. Provide a platform to support current students in expanding their horizons towards life and career. Events such as workshops, panel discussions, career counselling sessions, and lectures in collaboration with our esteemed Alumnae from diverse fields are organised regularly.

2. Plan and organise Annual Alumnae Meet to applaud and appreciate the contributions made by Alumnae and to relive college memories.

Alumnae placed in various fields at International and National platforms mentor our current students voluntarily. During the last five years, events have been organised such as workshops on 'Public Health, Wellness, and Wellbeing', 'Expand your Horizon and Outlook: an Initiative towards De-stressing and Personality Development', 'Introduction to Public Policy and Careers in Nation Building', and 'The Essentials of Photography'. MAA also organises an Annual Panel Discussion entitled 'My Journey: In and After Maitreyi'.

The Association has also been actively organising Annual Alumnae Meet, *Sannidhy* over the past 5 years, witnessing enthusiastic participation of Alumnae from all over the world. During the transformative phase due to the pandemic, the Association has pioneered in organising virtual Annual Alumnae meet, *e-Sannidhy* for the academic year 2019-2020. This initiative has resulted in a manifold increase in our alumnae network.

Maitreyi College with its Alumnae has pioneered the practice of calculating its carbon footprint to identify key sources of emission of greenhouse gases and opportunities to reduce these emissions since 2019. Recommendations from the project were implemented such as regular campus audits for emissions and

taking electronic notes and assignments. Maitreyi College aims at becoming a carbon neutral campus for which awareness programmes have been organised in association with expert Alumna, Ms Neha Kaul. She is a consultant and sustainability lead at an esteemed environment consulting organisation, and has been a resource person for the session on 'Going Green: Maitreyi's Initiative to Calculate, Analyze and Reduce Carbon Footprint'.

Various departments also motivate students by inviting their distinguished Alumnae. Dr Livleen Shukla, Principal Scientist, IARI, through hands-on training on 'Fungal composting of canteen and garden waste' benefitted students and gardeners for generating green manure. The training was a step towards enabling entrepreneurship among students.

Maitreyi Alumnae are widely spread throughout the globe in search of growth, learning, and knowledge; their performance makes a difference everywhere. Few of our other notable Alumnae are Dr Latika Nath (Tiger Princess of India), Squadron Leader Veena Saharan (First woman to pilot IL-76), Major Poonam Sanghwan, Dr Ipsita Roy (Featured in the list of top 2% per cent global scientists in Biochemistry by Stanford University), Ms Soumitra Dev Burman (A renowned singer) and Ms Rajshree Sancheti (Women National shooting champion). MAA is proud of its Alumnae who are achievers in various fields and carry values rendered by Maitreyi to contribute significantly to society.

File Description	Document
Paste link for 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:

The vision of Maitreyi College is to evolve as an institution which enables the production, dissemination and advancement of knowledge through rigours of research, critical thinking and a sense of social responsibility. The mission is to create an egalitarian and a team-based work culture that facilitates creativity, engaged scholarship and ultimately the expansion of knowledge across borders, enabling a transformation of the self and society.

Named after Maitreyi, an eminent scholar and philosopher of the Vedic period, the vision of the college embodies the spirit of its namesake – the relentless pursuit of knowledge irrespective of the social determinants of identity such as gender, caste, class among others, and the ability to be open to new ideas while being rooted in one's systems of thought and practice.

The realisation of this vision is made possible through a decentralised, inclusive and participative system of governance, operating through a three-tier structure comprising (i) administrators - the governing body together with the principal and the IQAC (ii) the faculty through the statutory body of the staff council and its committees (iii) the students. All the three work together in sync towards the conceptualisation, organisation and management of academic, co-curricular, extra-curricular and administrative work in the college. This includes the organisation of national and international webinars, talks by experts, cultural festivals, outreach events, sports events and much more. The idea is to expose the students to diverse thoughts and ways of engaging with reality and ensure that they negotiate their realities in an informed way, fully aware of the dangers of a single story: always listen to the other sides of a story.

The administrators facilitate the realisation of the vision through strategic and administrative planning, providing infrastructural and financial assistance, adopting a flexible approach. At Maitreyi, we believe in the unity of thought, word and action. Each discipline is viewed as a lens to understand the different dimensions of reality. We perceive teaching as a reflexive process, a journey in pursuit of knowledge about the world and the inner self. There is a harmony between what is taught and practised by the teachers who attempt to promote understanding, respect and acceptance of diversity.

Being a women's college, the endeavour is to empower the students with skills of independent thinking and equip them with professional skills. The Entrepreneurial Cell *Meraki* and Centre for Research (CFR) of the College organise various seminars and short-term courses to prepare our students for the challenges of industry and academia. Various skill enhancement programmes are also organised for the faculty, students and the non-teaching staff. The college endeavours to instil critical and analytical skills by fostering research blended learning. It has an Enabling Unit to support the differently-abled students and teachers, a manifestation of our endeavour to make education inclusive and accessible to all.

In line with the belief that a sound mind resides in a sound body, the College has a very active Department of Physical Education, which promotes the all-round fitness of all stakeholders of the college.

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 essence of Maitreyi College is its bottom-up approach to governance and management; all the stakeholders – especially the students – have a say in the process of decision making, particularly in matters concerning extracurricular and co-curricular activities.

Guided by the faculty, with the approval of the Principal, and within the framework of rules of the institution, the students are allowed to participate in the governance of the college. They are an integral part of IQAC and ICC, the statutory bodies of the University, as well as *Enactus*.

The College believes that freedom of expression and minimal constraints are crucial for the realisation of the potential of the students to the fullest, both educationally and morally, and for the natural development of a well-balanced and free-thinking mind. It has an egalitarian work culture which emphasises teamwork and creates a space that nurtures creativity and freedom, empowering students to find themselves, explore various forms of expression, and engage with various themes. This is most evident in the organisation of co-curricular and extra-curricular activities, both at the level of the college and at the level of the departments, where the students' involvement in the decision-making process is central.

At the level of the College, the activities are managed by democratically elected student representatives in the students' union. *Rhapsody*, the annual festival of the college, is steered by the students, right from the conception of ideas to their execution.

Every department in the College has a democratically elected department association which organises several events such as lectures by eminent speakers from different fields, webinars, workshops, annual festivals, academic meets, book discussions, film screenings, paper presentations and more. These events engage with issues of contemporary relevance and are conceptualised, coordinated and organised by the elected student office bearers of each department.

In addition, all the students are offered a choice to join any staff council committee of the college. Eighteen in number, these include music, dance, debate, theatre, entrepreneurship, research, and placement. These committees are run by their respective democratically elected office bearers. The responsibility of organising the activities of these committees – from planning, getting sponsorships, identifying and contacting speakers and writing concept notes, scripts for anchoring and reports, to hospitality, publicity, and much more lies with the students only.

Many departments publish newsletters and magazines, in which students are free to present their ideas. Right from conceptualization to implementation – writing, layout, cover design and distribution – are executed by the students. Our college magazine *Maitreyi* has set high standards and has managed to get an ISBN number (978-81-952826-1-6) this year, setting a trend for the future. The students are part of its

editorial board and also contribute original articles to it. The students work tirelessly throughout the year.

All the activities are mentored by the able faculty. The entire process chisels the students into well-rounded, skilled, thinking and socially conscious reflective beings ready to take on any challenge.

File Description	Document
Upload any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Interdisciplinary Academic Fest - Avgaahan

The effective Institutional Strategic Planning has resulted in the inception of "*Avgaahan* - The International Interdisciplinary Academic Fest" in 2018-19. As the name suggests it aims to investigate a new arena of multidisciplinary leaning through innovative and intellectually stimulating activities. Before its launch, departmental fests were conducted that provided a platform to students of respective disciplines without much scope for inter-discipline participation. *Avgaahan*, a student academic festival, is a unique endeavour to bridge the gap across disciplines using 'Technology' with participation from departments including languages, social sciences and sciences. Under the aegis of *Avgaahan*, extensive events are organised ranging from business plans, case studies, paper presentations, quizzes to coding, creative writing, photography and many more. Every academic event comprises two rounds - Preliminary and Final. The events are open to all National and International undergraduate students. The academic fest is planned strategically to embrace different time zones worldwide and to maximise student participation, the events are held during the evening and night hours as per IST.

Avgaahan has received tremendous response across the globe, over the years, as reflected by the registrations. There were 2024 registrations in 2019 followed by 2759 and 4833 in 2020 and 2021 respectively, which culminated in the participation of 288, 1317 and 2469 students respectively.

To execute the events smoothly and successfully, one faculty member designated as 'departmental coordinator' along with student volunteers is appointed to coordinate with the rest of the department. In this month-long programme, faculty members explore various ICT based activities that can be conducted online. Faculty members of all the departments are oriented to use ICT tools for the preparation of events which has also helped them in conducting the online teaching during this pandemic as well.

In Avgaahan-2019, different activities were organised in a hybrid mode of online and offline platforms.

Avgaahan-2020 observed a strategic transition from hybrid to complete online mode.

In Avgaahan-2021, a novel initiative of organising an International Interdisciplinary e-Conference for undergraduate students was also conceptualised. The primary goal of this conference was to bring together

students, experts as well as professionals around the world in an open dialogue. A diverse and dynamic group of experts provided in-depth insight, as well as, actionable and practical suggestions enabling the development of soft and analytical skills among undergraduate students. It ignited research interest, confidence and passion in students and they learnt technical writing skills, defending their research work along with managing time. Faculty mentors guided students to read literature, formulate the research problem and introduced them to issues of plagiarism. The conference received an overwhelming response with 120 abstracts presented in eight parallel technical sessions. The selected student participants were motivated to write a full-length paper to be published in an edited book with ISBN (978-93-91044-16-9).

Avgaahan, through the systematic use of technology, has successfully achieved a seamless shift from offline to completely online, from discipline-specific to inter-disciplinarity and from inter college to international exposure. The fest, at the pinnacle of its success, would keep this momentum going to facilitate students reaching new heights.

File Description	Document
Upload any additional information	[View Document](#)
strategic Plan and deployment documents on the website	[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:

The organogram of Maitreyi College consists of the Governing Body, the Principal, the Teaching Staff, the non-Teaching Staff and the students, working together smoothly for the effective and efficient functioning of the institution. The administrative authority of the Governing Body is enabled by the statutes and ordinances of the University of Delhi, while the Principal as head of the institution is assisted by a network of the Bursar, The IQAC, the Administrative body, the Departments and the Student body in the administration and execution of functions.

The different bodies which make up the organogram of the institution are:

- **The Governing Body** comprises a Chairperson, a nominated Treasurer, Principal as Member Secretary, two university representatives, two teacher representatives, one non-teaching staff and other members representing University of Delhi and Government of Delhi.
- **The Principal** is assisted by the Vice Principal, Bursar, The IQAC, the Staff Council, the departmental Teachers-in-Charge, Non-Teaching staff comprising Administrative Officer, Section Officers, Senior and Junior Office Assistants, Library staff, Attendants and MTS.
- **The Vice Principal** assists the Principal in the overall administrative duties of the institution.
- **The Bursar** has the responsibilities of internal finance, and matters related to the financial audit of the college, in consultation with the Principal and the Governing Body.
- **IQAC** is composed of the Principal, a Governing Body representative, faculty from departments, two external members, an administrative representative, a member from the accounts section and

one student member. The objectives and functions of the IQAC include devising measures for quality enhancement of the institution. Preparing the Annual Quality Assurance Report (AQAR) remains one of the many functions of the IQAC.

- **The Staff Council** is composed of the Principal, permanent faculty members, the Librarian, and an elected Council Secretary. Admissions, Timetable, curricular and co-curricular activities are some of the duties managed under the various cells and committees that function under the Staff Council.
- **The ICC** consists of three faculty members with the senior teacher as Presiding Officer. An external member is co-opted along with three elected student representatives. The ICC is constituted to look into incidents of gender-based complaints while creating awareness about gender discrimination and other related issues.
- **The Teachers-in-Charge** of departments work with the Principal and faculty of respective departments toward the execution of academic responsibilities and co-curricular activities of the department.
- **The Administrative** and Non-teaching staff is made up of the Administrative Officer, who is assisted by the Section officers, Sr. P.A to Principal and other staff for executing the administrative duties of the institution.
- **The Library functions** with the Head Librarian who is assisted by other library assistants and attendants to maintain the infrastructure of the library. The Library Committee is constituted with the Principal as Chairperson, the Head Librarian as convenor and the Teachers-in-Charge of respective departments as members.
- **The Students' Union** comprises four student office bearers elected democratically by the students with a faculty convenor. All cultural societies under the Students' Union are convened with faculty representatives and student members as office bearers.

File Description	Document
Upload any 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](#)
ERP (Enterprise Resource Planning) Document	[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:

Leaves and grants

Maitreyi College, as per University of Delhi rules, provides different kinds of leaves that can be availed following due procedure. It also provides research and travel grants for teaching and non-teaching staff. Other benefits include retirement benefits, medical reimbursements, LTC/HTC, children education allowance, provident fund and ward quota scheme.

Amenities for college staff

Infrastructural facilities include air-conditioned staffroom, laboratories, tutorial rooms, lockers, ICT, Wi-Fi, parking space, book/stationery store, bank, photostat and sports ground.

The College has a canteen with subsidised rates, an RO drinking water dispenser, clean washrooms and a sanitary napkin vending machine.

Special welfare measures were taken during the pandemic. These include the installation of touch-free sensor taps in washrooms, sensor lights in the staff room, college office and Principal's room, and organisation of regular sanitation drives.

Maitreyi College has an enabling and inclusive infrastructure for its specially-abled staff which includes a reader-writer bank, well-equipped laboratories and a library.

The salary of the staff is credited on the last working day of every month even during the pandemic. The College provides a platform for the operation of 'Thrift and Credit Society' which gives financial support like low-interest rates loans to the staff.

The organisation of sports day creates opportunities for bonding between teaching and non-teaching staff. The non-teaching staff use sports facilities not only for intra and inter-college sports competitions like 'Dr Savita Datta Memorial T-20 Cricket Tournament' but also for their everyday recreation.

The College also felicitates its superannuated members in recognition of services on their last working day

and maintains contact with them thereafter.

To facilitate a smooth transition to the online mode of teaching and learning during the pandemic, various programmes on team building and the use of ICTs have been conducted.

The College also facilitated the routing of financial benefits, provided by the University, to the family of a deceased faculty member, due to Covid-19.

Medical Facilities in the College

The College provides medical facilities for its staff which is complemented by counselling services, medical camps, awareness programmes, yoga sessions and workshops. During the pandemic, these were conducted online to ensure the physiological and psychological well-being of its staff. In addition to University-initiated vaccination drives, a RT-PCR testing camp was organised in the college.

The welfare measures, like medical facilities and financial support, are not only confined to permanent members but also extended to casual/contractual employees of the college, whenever required.   The staff extended monetary support to the canteen employees during the pandemic.

Library Facilities

The College has a fully automated Library that uses ILMS SOUL 2.0. It provides N-LIST, DELNET and INFLIBNET access to all the teachers along with infrastructural facilities like a reading room, computer room and printing facilities. It has special screen reading software like JAWS and KURZWEIL for visually challenged faculty members and a lax camera for specially-abled faculty members.

Special Provisions for Non-Teaching staff

The College provides a Uniform allowance for group D employees. Extraordinary leave is granted to non-teaching staff for participating in sports events.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 8.5

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
2	7	20	16	25

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: 5

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
7	8	4	4	2

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: 55.11

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
364	43	61	23	15

File Description	Document
Upload any additional information	**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 (PAS) for teaching staff in Maitreyi College follows the UGC prescribed Career Advancement Scheme (CAS) 2010 and CAS 2018 guidelines, wherein every faculty member fills the APAR (Annual Performance Appraisal Report) under the PBAS (Performance Based Appraisal Scheme).

In APAR, the faculty members provide information regarding the teaching-learning methodologies that they employ in the course of their classes. It further outlines their contribution towards co-curricular and extracurricular activities and management of respective departments and the institution as a whole. In addition to the teaching-learning process, each faculty member also gives details of her/his research and academic contributions throughout the year. Thus, the APAR serves as a good indicator in the recording and evaluation of the overall performance of the faculty member. Their achievements are also cumulatively presented in the annual report of the college.

The APAR is significant for the career advancement of the teachers especially when they apply for promotions. The Internal Quality Assurance Committee (IQAC) of the college plays a significant role in the screening process associated with the promotions of the teaching faculty. In the year 2020-21, the process for promotion in various departments was initiated under MPS 1998, CAS 2010 and CAS 2018 after the screening of the proformas. The process was completed by constituting proper selection committees. All the permanent teaching faculty got their due promotions in the year 2020-21. Currently, there is no pending promotion in the college. The procedure was seamlessly conducted during the pandemic also. It is also important for the teaching staff to maintain a record of plagiarism checks for all publications for their promotions in future.

For non-teaching staff too, the college follows the norms outlined by UGC. According to the UGC guidelines, a staff member is required to fill out a self-appraisal form (APAR). Once filled, this proforma is certified by the reporting officer, and the reviewing officer and is subsequently, submitted to the office. In the science disciplines, the teachers-in-charge contribute significantly to the evaluation process of the staff member. Once the process is completed at the level of the department, the APAR is sent to the committee where it is evaluated for the annual increment of the non-teaching staff. With regard to promotions, the reports of the last three or five years are taken into account when a staff member is due for promotion. This entire process is confidential. To date, no reports have been found to be unsatisfactory by the committee. The achievements of the non-teaching staff are also documented in the annual report of the college.

File Description	Document
Upload any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College has a simple and definitive financial and developmental strategy. Budgeting and auditing financial accounts are a regular and continuous activity. As part of the regular financial auditing, the college ensures that all statutory requirements are adhered to with absolute faith. All infrastructural requisitions are discussed with the Purchase Committee, where the committee facilitates the purchases and ensures that the General Financial Rules of the Government of India are accurately adhered to. All Income/Expenditure is closely monitored by the Bursar and Section Officer (Accounts). All payments are processed, as per the budget allocation, through the Accounts department and disbursed after seeking approval from the Bursar, the Principal and the Governing Body, wherever required. The financial auditing of the institution is done by internal as well as external bodies. The auditing procedure carried out by the institution is elucidated below:

1) *Internal Audits* are performed annually by statutory financial auditors. The financial statements are prepared by a Chartered Accountant empanelled with Chartered Accountants of India. There are several checkpoints for the scrutiny, verification, and approval of the financial statements, namely, the Section Officer (Accounts), the Bursar, the Principal, and finally the Governing Body. After the approval by the Governing Body, the annual audited accounts statement, duly verified by the Chartered Accountant is submitted to the Director, South Campus and then forwarded to Director of Higher Education and the Secretary, University Grants Commission for further necessary action. All financial statements, namely, Balance Sheets, Income statements, Cash flow statements, and Annual Salary statements are carefully vetted by the University Grants Commission. Records of all financial transactions are kept by the institution, which is produced when needed to address questions raised by the auditors. A. K. Batra and Associates did the internal audit of the college for the financial year 2016-17 and 2017-18 and Sapra Associates for 2018-19, 2019-20, and 2020-21. All the internal audit reports were found satisfactory.

2) *External Audits* are performed by the Directorate of Audit, Examiner Local Fund Accounts (ELFA), Government of NCT of Delhi and Office of the Director-General of Audit - Controller General of Accounts (CGA), in the Department of Expenditure, Ministry of Finance to monitor the performance of accounting and fund management by the institution. The audit team visits the institution and vetting is performed. All financial accounts of the college are audited and the external auditors provide an audit report with examined copies of all financial statements. The audit objections and recommendations are addressed by the Accounts department and the compliance thereof is approved by the Principal. The auditors of the CAG audit (2021) have commended the institution's accounting system and found all accounts satisfactory.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for 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: 27.39

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
2.90	11.22	13.2	0.06400	0.010000

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response:

All resources of the college mostly come from the government. The University Grants Commission plays a pivotal role in funding the college. The College also receives funds from the Government of NCT of Delhi. Funds from UGC are received in two forms – recurring and non-recurring grants.

The college fully utilises the recurring grants of UGC for the salary, pension, and retirement benefits of its employees. The UGC's 12th plan funds were utilised for the construction of the New Science Block and Girls' Hostel. Funds for Development Assistance allocated under UGC's 12th plan were utilised for the upgradation of infrastructure, including the installation of RO plant and CCTV cameras. UGC also funded the college for the establishment of IQAC. The OBC Grant by University of Delhi too was utilised for infrastructure development. The college had to secure additional funds from the Government of NCT of Delhi for the construction of the Girls' Hostel.

As a resource mobilisation strategy, the college agreed with New Delhi Municipal Corporation to install a sub-station on its campus for which it gets subsidised electricity. Some funds for infrastructure maintenance are generated through the conduct of or participation as semester exams, competitive exams, evaluation centre, and OBE centre, and by renting out space for a bookshop, photocopy shop, Mother

Dairy booth and canteen.

The College makes sincere efforts to explore alternative sources of funding for academic purposes including research projects. Receiving the DBT Star College status (in 2013) and thereafter DBT grant to conduct conference were welcome outcomes. The following illustrate successful efforts to secure additional income sources for academic activities, namely, grants through innovation projects and start-up grants for research. Registration fees for seminars, conferences, workshops and Faculty Development Programmes (FDP) organised along with the students' fees for short-term courses run by the college are another source of funding. Faculty members also receive funding for research projects and travel grants from several organisations. Funds are also received through sponsorship by external agencies and organisations for conducting various types of events. Each department is allocated funds to purchase textbooks and reference material for the library. The college has subscribed to NLIST database through which teachers and students can access e-resources.

Maitreyi has a vibrant Alumnae Association, which organises various activities. Every year students of the outgoing batch register with the association. The one-time membership payments are a key source of resource mobilisation.

For student scholarships, the college utilises its college fees and some donations from retired faculty members and philanthropists. As a unique effort, the college generated the Pushpraj Foundation Fund to provide seed money to promising start-ups by students of the college.

The college scrupulously utilises all the funds received. Purchases are made by the Central Purchase Committee after following proper procedures and ensuring absolute transparency exemplified by purchasing through a separate GEM portal/Central Public Procurement Portal. All college expenses are sanctioned and approved by the Principal and Governing Body after receiving requisitions from concerned departments or individuals. After the completion of the activity, a detailed statement of expenditure and accounting is submitted to the Bursar and the Section Officer (Accounts) in the Principal's Office for necessary action.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for 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:

1. ICT as an integral component of capacity building

Technology enabled curricular and administrative process is a quality assurance strategy. Adapting early,

(before the shift of operations to the virtual mode), helped the college pioneer tech-enabled initiatives. This process is maintained by the IQAC.

Technology enabled Pedagogy

The interdisciplinary academic fest Avgaahan, a feature since 2018-19, is an example of pedagogy in the blended mode. This inter-university event comprises about 30 competitions, floated by all the departments. With 2469 students participating last year, Avgaahan has emerged as a platform for students to engage in original intellectual deliberations and has witnessed an incremental increase in participants every year.

Our tech-enabled initiatives in operation since the pre-pandemic phase include digital literacy workshops for students (in collaboration with the ICT Academy), and a short-term course on web designing, among others.

This technological bent was further strengthened during the pandemic. Blending technology and research, student research activities and allied presentations (under the Centre for Research) also transitioned online.

E-magazines and e-newsletters are prepared and published by departments using ICT tools and are uploaded on the college website.

In the past years ICT techniques have been adopted for capacity building and co-curricular initiatives:

- International online certificate course on 'Application of Digital Tools in Teaching and Learning Indian Languages' in collaboration with the Institute of Advanced Sciences, USA.
- Online Certificate Course on '(Meta)Genomics and Bioinformatics' an initiative in computational biology.
- Maitreyi College pioneered the execution of the Students' Union Elections through the virtual mode in 2020.
- The annual college Freshers Orientation Programme, annual cultural festival Rhapsody and all department freshers party and farewells were conducted online.
- Webinars on issues of academic and social relevance were conducted regularly. The use of ICT tools enabled a large reach of about 25000 through YouTube including a large attendance in webinars.
- Virtual educational tours and virtual lab visits.

Technology enabled Administration

The college administrative unit executes various procedures using ICT tools. Some of these include:

- E-tendering
- Digitally automated admission process
- Online feedback system
- Online Department meetings

Further, ICT skill enhancement programs are organised for the teaching and non-teaching staff.

The library administration provides online access to research and study material.

2. Formation of the Advisory Committee for Imparting Soft Skills and Research Training

The Advisory Committee for Professional Grooming (ACPG), an initiative of the IQAC was instituted in 2017-18. The committee conceptualised the research initiative of the college and with its gaining significance, a separate centre, the Centre for Research, was established. The ACPG has two roles:

- **Advisory Body for Implementation of CFR Initiatives:**

  - Execution of the Summer Internship Programmes by overseeing the process of proposal invitation, shortlisting, external reviews, organising *Avlokan*, the project presentation session.

  - Conducting research methodology workshops to train students and mentors

  - Organising the Annual International Conference, Equinox.

- **Educational Excursions**: Organising one-day educational excursions for each department of the college. It includes research field trips and academic excursions. The ACPG manages financial aid and logistics.

The two bodies, ACPG and CFR, together enrich the process of students' training in soft skills, rigours of research and critical thinking.

File Description	Document
Upload any 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:

At Maitreyi College, the crux of recent teaching-learning reforms lies in the increased emphasis on experiential learning. IQAC-assisted initiatives in college have ensured that learning is not limited to the classroom alone. The theoretical base is supplemented with activities of various college committees and cells, contributing to learning rooted in both theory and experience. This can be traced across the two major fronts:

  i) Reviews and reforms on the academic front.

  ii) Reviews and reforms beyond classroom learning.

1. Reviews and Reforms on the Academic front

- Academic initiatives have become increasingly diversified. In the past few years, webinars, expert talks and workshops have witnessed substantial growth in the college. These sessions are followed by an interaction between the expert and students.
- The use of ICT tools in classroom teaching and academic events has exponentially widened student exposure to different learning platforms and ideas. The use of virtual labs for conducting practical classes, and virtual visits for educational purposes are some instances. Following the guidelines by faculty members, students also conduct certain practicals at home and share results online.
- During the past few years, a comprehensive system of feedback collection has been developed. This includes feedback from all stakeholders in the academic processes (students, parents, alumnae). Most webinars, talks and other events organised by the college are followed by feedback collection from students to gauge the efficacy of the event and bring about further improvements.
- The Annual Internship and Job Fair *Envision* is periodically organised by the college. The Placement Cell *Horizon* helps students acquire industry exposure through internship programs and job placements. A steady increase in placements is indicative of a positive teaching-learning outcome. The cell has also been organising various training sessions, workshops, webinars and career counselling sessions, giving practical edge to classroom learning.
- Activities of the Alumnae Association have also been intensified in the past five years. This has not only added to our alumnae database but has also proved to be a great resource for grooming current students through alumnae interactions. Each department invites alumnae, who are now professionals in various fields, to share their experiences and help students acquire a perscpective on prospects after college. Activities of the Alumnae Association have also been robust.

2. Reviews and Reforms Beyond Classroom learning

IQAC initiatives have encouraged experiential learning through innovative pedagogy (refer 6.1.1). This has taken learning beyond the classroom:

a.The NSS and Enabling Unit

The College trains students to become responsible citizens. Past years have witnessed an increase in activities of the NSS and the Enabling Unit.

The NSS:

- Awareness programs, webinars, outreach activities, and celebration of awareness days, among others.
- Short term certificate course 'Know Thyself: Balancing Mind, Body and Soul', inaugurated by the Vice-Chairman of Niti Aayog.
- Report submission by students on the NSS tasks performed by them in their neighbourhood during the pandemic.
- Contribution to the 'Unnat Bharat Abhiyaan', an MHRD Project.
- Collaboration with 'Hero Moto Corp' (Road Safety Awareness Program), 'Punjab National Bank' (Central Vigilance Week), *NDRF* (Disaster Management Training), NGO 'Youth for Sewa' (Kids Carnival), 'Sahjog Organization' (Meditation Camps).

The Enabling Unit has also made massive improvements. While facilitating the differently-abled with

accessible technologies, it has also spearheaded a host of other initiatives:

- FDP on 'Disabilities Studies: Perspectives and Emerging Trends', held for the first time in India.
- FDP/RC on 'Emerging Accessible Technologies for Teachers in Higher Education'.
- Three-month Skill Development International Certificate Course on 'Applications of ICT Tools in Teaching and Learning Indian Languages' for promoting a language-barrier free environment.
- Webinars/seminars/workshops sensitising about issues of the differently-abled.

b. College publications

 The past five years have witnessed an exponential increase in the number of publications (magazines and newsletters) by departments and the college. Until 2015, the college had two departmental publications (*Sociologue: Aao Baat Karein*, Department of Sociology, *Dialectic*, Department of English); and the college annual magazine Maitreyi.

- Now the college has 7 more departmental publications, namely *Vitti* (e-Newsletter, Department of Botany), *Chemzone* (e-Bulletin, Department of Chemistry), *ComAspire* (e-Magazine, Department of Commerce), *Neeti* (e-Magazine, Department of Economics), *Maitreyi Kriti* (e-Magazine, Department of Hindi), *Convergence* (e-Newsletter, Department of Mathematics), *Iridescence* (e-Magazine, Department of Zoology). Additionally, *Sociologue* has now evolved from a newsletter into an e-magazine.

- Other new college publications include:

    - *The Chronicle*, magazine by the Placement Cell.

    - Peer-reviewed, half-yearly e-research magazine, '*Samvedanā*' by the Internal Complaints Committee. (ISSN: 2581-9917)

    - Peer-reviewed, open access, multi lingual, bi annual journal *Vantage: Journal of Thematic Analysis* published by the Centre for Research (ISSN: 2582-7391)

Addressing issues of contemporary relevance, these publications carry contributions by students and are primarily managed by them. *Samvedna* and *Vantage* receive contributions from across the country and the globe.

All the publications are uploaded to the college website.

c. Entrepreneurship Cell

Meraki, the Entrepreneurship Cell (E-Cell) is a platform helping students develop entrepreneurship ideas into marketable products. Since its establishment in 2018, its operations have widened considerably:

   (i) **Entrepreneurship projects**: A) College Projects: *Gulistan* (a segment of in-house nursery engaged in growing and nurturing potted plants which are given as souvenirs), *Urvara* (works towards the generation of organic compost), *Kriti* (handmade paintings by students of Fine Arts Society, used to

felicitate guests). B) Student-run Start-ups Supported by E-cell: *Staymentor* (provides housing solutions for college students), Riding Rangers (started during the pandemic, it offers instant delivery services), *Sugary Frost* (sells eggless bakery products) among others.

(ii) **Campaigns**: *ABC Linkedin* (posting stories on Meraki's *Linkedin* to encourage students), *Ecobelle* (offering sustainable fashion solutions), among others.

(iii) **Collaborations:** Start up *Metvy* for the training of students in marketing, branding, strategy, finance; *Urja* the Commerce Society of SGGSCC, among others.

(iv) **Events:** Annual E-Summit *Entrescope*, various seminars and inter-college competitions.

The E-Cell was voted one of the top 10 entrepreneurship cells in the University of Delhi (By DU Assassins)

d. ICT Enabled Student Innovation

An educational trip to a historical monument inspired a group of students to make a documentary 'A Visit to Agra Fort' - an example of ICT tools inspiring student innovation.

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 intitiatives 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](#)

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:

Maitreyi College, as a leading women's college, has always been cognizant of its responsibility to provide a safe and gender-sensitive space and environment to its students and stakeholders. We strive to empower our students by educating and grooming them in a gender-equal and sensitive ethos.

Various events are organised in the College to promote gender equity and sensitisation among students. A host of seminars, workshops and lecture series organised by the different departments of the College articulate the premise of gender equity and sensitisation. A lecture series titled, 'Kradan aur Kranti - The Voice of the Silenced'; a seminar on the theme, 'Women Safety and Empowerment'; and a workshop on 'Empowering Women through Entrepreneurship' are a few representative examples. The Department of Sociology organised an academic fest on the theme 'Women and Desire: Celebrating Female Sexuality' to celebrate the spirit of womanhood. The Internal Complaints Committee (ICC) of the College consistently organises multiple offline and online inter and intra-college competitions, including poster-making, collage-making, debates etc. ICC's annual fest Adamya, is particularly aimed at creating awareness among the students. Various projects on topics like 'Parenting as a Cause of Gender Discrimination', 'Back Inside the Lakshman Rekha: Impact of COVID-19 Lockdown on Working Women' have been undertaken by students under the aegis of the Centre for Research, Maitreyi College. Screening of thought provoking and gender sensitive movies like 'The Color Purple', 'Khujli', 'Devi', and 'Hellaro' have been organised by various departments. Moreover, the screening of a Chhatisgarhi movie 'Gaanje ke Phool' provided our students with a platform to interact with Dr Yogendra Chaube, the director of the movie. These activities enable our students to develop a sensitive approach toward the issue of gender equity, and also provide them with an opportunity to construct and voice their opinions regarding the same.

Gender sensitive awareness is also articulated and disseminated through multiple publications of the College. Samvedana is a bilingual, bi-annual, peer-reviewed e-magazine of the ICC with the ISSN 2581-9917. Neeti is another student-run magazine of the Economics Department which encourages articles on gender equity and women's struggles and success stories. Our annual college magazine Maitreyi and various other newsletters like Sociologue, Dialectic etc. also include gender relevant articles and opinion pieces.

The ICC is a statutory committee that looks into complaints of incidents of gender-based harassment, if any, lodged and reported by the stakeholders. The Anti-Ragging Committee and the Discipline Committee of the College ensure the safety of all students, especially during admissions and College events. The College also has a well-organised and functional Women's Development Cell. The Sports Department of the College regularly organises self-defence training programmes for the students which prepare them to overcome fear and act in difficult situations.

To ensure safety on campus, students are advised to carry their ID cards at all times. Security guards (including one female guard) are posted at the College gate. Police patrol vehicles are stationed outside the College. CCTV cameras have been installed in various parts of the College to thwart any untoward

incident. All the outsourced tasks are assigned only to verified agencies to ensure accountability. The College makes safe transport arrangements for students during inter-college and inter-university events and excursions; the College van or services of verified transport agencies are used for the purpose.

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](#)

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:

Maitreyi College strives to maximise its achievement of the United Nations Sustainable Development Goals (UNSDG) through various initiatives and practices.

Solid waste management

- Maitreyi College has banned single-use plastic and proudly boasts of a 'Plastic Free Campus'.
- Steel and biodegradable crockery is used in the College canteen.
- Solid waste is collected and segregated at the source using colour-coded bins.
- Garden waste like leaves, grass and annual plants (7000 approx.), are put in pits and naturally converted to nutrient-rich manure through aerial oxidation, meeting a major demand for in-house manure.
- Dried branches are used as support for the annuals and as protection cover for plants and vegetables from peacocks that roam freely in our gardens.
- Under the start-up project Urvara, the biodegradable waste generated in the College canteen is converted into manure by the fungal composting method and is also made available for sale which generates revenue for the College.
- Enactus Maitreyi works for environmental and social welfare through its various projects on the three P's - Planet, People and Prosperity.
- Project Misbah produces 100% soy wax candles naturally scented with essential oils, providing an affordable and completely safe 24-hour clean burn.
- Project Swadhin converted recycled paper into beautiful products such as diaries, envelopes, and notebooks.
- Project Samya focused on making products like pouches, scrunchies and bags out of discarded cloth material.

Liquid waste management

- Of a total of 63 toilets in the College, the College has 35 Indian style toilets, which reduces water usage at the source.
- Ball-cocks in the tanks stop water wastage by overflow.
- Full-time plumber and guards keep a check to ensure there is no wastage of water on the Campus.
- Sensor taps have been installed in the washrooms to avoid any wastage.
- Water rejected by the RO plant is collected in a waste-water tank and reused for flushing toilets.
- The wastewater from canteen, laboratories and washrooms is discharged into the public sewage system through well-maintained drainage pipelines.
- Project Unnayan (Enactus Maitreyi's first project), produced an eco-friendly liquid dishwasher called 'Clean Ninja'. The composition of the product minimises water pollution.

Biomedical & Hazardous chemicals waste management

- The microbial waste is discarded after autoclaving or by adding a few pellets of alkali like KOH in the liquid cultures.
- Application of microscale techniques and green chemistry principles are encouraged.
- Small quantities and dilute solutions of chemicals are used to minimise the pollution at the disposal end.
- Hazardous chemicals like phenol are recycled and reused in subsequent experiments after distillation.

E-waste management

- E-waste generated is given to certified vendors for recycling.
- Awareness and collection drives are conducted periodically.
- Competitive events like 'Best out of Waste' are also organised from time to time.

Waste recycling system

- Used paper and old practical files are collected and recycled by M/s Jaagruti Waste Paper Recycling Services.
- Newspapers and magazines are sold to authorised vendors.
- Students are encouraged to use old newspapers and used chart papers for making decorations.
- Both sides of the paper are used for printing and rough work.
- Events are organised to promote awareness about the 3Rs – Reduce, Reuse, Recycle.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	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
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](#)
Link for any other relevant information	[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](#)
Certification by the auditing agency	[View Document](#)
Certificates of the awards received	[View Document](#)
Link for any other relevant information	[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
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:

Inclusiveness is pivotal to all the key policies, ethos and environment of the College. Importantly, all reservation policies of the Government of India and University of Delhi are strictly adhered to and followed in the admission process. A 'Help Desk' is created and a nodal officer is appointed to deal with specific concerns of foreign students at the time of admissions. Our teachers are open to adopting a bilingual mode of teaching, whenever required. Various mentor-mentee groups ensure that academic and psychological support is provided to every student. Remedial classes are also organised for students who require additional academic support. Some departments of the College have their own departmental book bank, which provides reading material and subject books, particularly to students from economically weaker sections.

The College offers scholarships and free-ships to students from economically weaker sections of the society after due verification of their income certificates. We facilitate our students to avail of various government and university fee concession policies notified from time to time. During 2020-21, 'Full Fee Concession due to COVID-19 casualty' was provided by the College to students who lost their earning parent/family member to COVID. A sum of Rs. 67,380/- was disbursed under this scheme and eight students of the College received financial aid.

The Enabling Unit (EU), established in September 2011 with a two-fold objective to work for the welfare and the overall upliftment of *Divyangjan* (Persons with Disabilities) has successfully created a support system for students and teachers with disability by means of maintaining state-of-the-art infrastructure and making education inclusive and uniformly accessible to all. Three computers and three notebooks with necessary software (NVDA Hindi OCR, Lex Camera, etc.) enable visually impaired students and teachers to carry out the academic tasks independently. A 'Writer and Reader Bank' is also created for addressing special needs and is also accessible to other schools/colleges. There is an ongoing initiative of recording books in the MP3 format for easy accessibility of study material. Free print-outs are given to all the differently-abled students and teachers. Two wheelchairs are available for the orthopedically disabled. To strengthen the fitness of *Divyangjan, Sashakta Nodal Sports Centre* has been established, where paralympic players of national and international levels practice, without having to pay any fees.

Maitreyi College is a part of the 'Unnat Bharat Abhiyan' (UBA), an MHRD initiative, where our students and faculty actively contribute toward collaborative and transformational changes in rural India. We are also proud to be a part of the 'Ek Bharat –Shreshtha Bharat' initiative which celebrates cultural diversity. To support the cause, the College also organised a one-day festival celebrating the culture of Sikkim.

Moreover, cultural diversity manifests in all the events organised by the College. 'Miss Maitreyi Contest' is organised every year highlighting the theme of national diversity. The participants represent and showcase the culture, dresses, and languages of different states of their choice.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[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:

Maitreyi College abides by and works enthusiastically toward promoting and upholding constitutional values. We groom and educate our students and stakeholders to exercise their rights and duties together with social responsibility.

We earnestly teach our students the importance of the Right to Vote through the elections of the Students' Union and various other student bodies, that are conducted in a fully democratic manner. All years in the past have witnessed enthusiastic and overwhelming participation of students, both in terms of nominations filed and casting of votes. We also became the first college to hold online elections of the Students' Union, consecutively for two years. As a college, we promote and support our students to become conscientious individuals and responsible citizens in contributing towards upholding the Right to Education for children, especially the underprivileged. For example, under the 'Aapki Maitreyi' initiative, students of our college volunteered to teach children who could not afford education during COVID. Our college emphasises on the holistic development of individuals and believes in rendering a lifelong education to stakeholders to build their mental well-being and a strong personality in this stressful world. Regular meditation classes are organised by NSS. During the pandemic, the mental health of people is also hugely impacted. To address the issues concerning the mental health of our students and members of the civil society at large, our college has taken up various initiatives. The College has launched a worldwide online course 'Know Thyself'. Maitreyi College, under the 'Dhyan' initiative, also conducts online meditation sessions for stakeholders and others.

Multiple short term and professional courses are offered to students like 'Legal Literacy' that enables our students to become aware of their legal rights, like property rights. Even in our classrooms, students learn the use of science and technology where they check their plagiarism and provide references/sources, thereby learning and practising academic and research ethics. The lectures are complemented with the screening of documentaries, visits to Parliament, nearby police stations and courts, to allow students to interact with the real environment and understand their sense of duties and responsibilities. The College also observes 'Vigilance Awareness Week' to foster values of honesty among stakeholders and pledge to fight against corruption.

Our College organises 'Shramdaan', a day where all stakeholders of the College participate in cleanliness drives across the college campus and recognize the value of 'shram' and human dignity. We also

celebrate *Swachhta Pakhwada* under the 'Swachh Bharat Abhiyaan', where our students undertake cleanliness drives in and around the college campus. The NSS volunteers participate in multiple similar pan-India activities. The NCC cadets of our college attend various camps at national and international levels, thereby inculcating values of patriotic commitment. Our cadets also get selected for the prestigious Republic Day Camp every year.

Our college strives to inculcate social empathy among our students and stakeholders, and undertakes various initiatives towards the same. Several outreach programmes are conducted to support the marginalised community. For example, our students support and enable the sale of candles made by sex workers and also visit government schools to teach menstrual hygiene.

Maitreyi College, therefore, strongly believes in promoting and inculcating constitutional values, upholding and defending rights, responsibly carrying out our duties and efficiently delivering our responsibilities.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	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:

We believe in educating and grooming our students in an environment that integrates them with their national roots and culture and allows them to imbibe sensitivity towards the global ethos and values.

Independence Day and *Republic Day* are celebrated annually with great enthusiasm and patriotic effervescence. Several theme-based events and competitions including painting, singing, poetry, debate, and various cultural programmes are organised as part of these celebrations to acquaint our students with the national and cultural heritage of our country. The birth anniversaries of Mahatma Gandhi and Shri Lal Bahadur Shastri are celebrated every year on 2nd October, wherein several programmes, exhibitions, symposia and competitions are organised. The college also celebrates *Librarian Day* on the birth anniversary of Padma Shri Dr S. R. Ranganathan, father of Library and Information Sciences in India. To celebrate and commemorate 75 years of progressive India, its glorious history and achievements, all the departments and societies of our college participated wholeheartedly and organised several cultural events, competitions and webinars under the 'Azadi ka Amrit Mahotsav' campaign. The linguistic diversity of our country is equally celebrated. The Hindi Department commemorates *Hindi Diwas* and *International Mother Language Day* every year. *Sanskrit Diwas* is celebrated with fervour and other regional languages like Punjabi are celebrated through initiatives like stage plays, communication workshops etc.

To encourage indigenous sports under the 'Fit India' movement, we have established a Sports Centre Facility named *Pragati* that imparts physical ability training and techniques for Netball to the enthusiastic women players of our country. The College celebrates the *International Day of Yoga* every year to bring home to its stakeholders the relevance of practising yoga for physical and mental well-being.

We strive hard to educate and sensitise our students towards their environment and its related issues. Every year several events like seminars, tree plantation drives, rallies, slogan writing, poster making etc. are organised on the occasion of important environment days such as *World Environment Day, World Oceans Day, and World Ozone Day*. Since the launch of the 'Swachh Bharat Abhiyan', our college has undertaken several initiatives to inculcate a sense of responsibility among students about the importance of hygiene and sanitation and to spread awareness regarding the same. To appreciate scientific issues and the impacts science has on education, we organise events like *National Science Day* and *International Chemistry Week*. We commemorate *International Women's Day, IUPAC Global Women Breakfast Day* to acknowledge and honour women around the world for their contributions to society. Celebrating festivals is an integral part of our college that promotes bonding and peer diversity. These celebrations bring the students closer to each other's traditions and cultural beliefs as well as develop respect and understanding for diverse customs and traditions. Every year festivals like Diwali and Christmas are celebrated with great zeal.

Despite the challenges posed by the pandemic, the determination and team spirit of students, faculty and staff enabled this period to be equally successful as the various events and festivals were celebrated online with the same passion and fervour.

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:

Best Practice – 1

1. Title of the First Practice

Eco-consciousness – Towards sustainable development

2. Objectives of the Practice

Maitreyi College conscientiously works toward making its stakeholders socially and environmentally aware and responsible, and extends community support towards sustainable development. We strive to maintain a plastic-free campus, reduce our carbon footprint, appreciate our diverse flora, to realize the significance and applicability of zero budget and organic farming. The college also strengthens its activities through various initiatives and forums like Eco Club, Enactus, and NSS to combat environmental degradation and encourage conservation practices. Under the initiative of UBA, our outreach programmes towards eco-consciousness have been extended to five villages.

3. The Context

The neglect of the environment and its devastating consequences are a key concern in the present times. We at Maitreyi believe in addressing environmental issues and challenges through eco-conscious practices and responsible behaviour and strive to inculcate this consciousness in every stakeholder of the college and the larger community. Recognising the obvious concerns and challenges of environmental pollution and degradation, Maitreyi College has initiated necessary steps and developed several practices. These include banning single-use plastic, setting up a manure plant for solid waste management, optimal utilisation of natural lighting, switching over to LEDs and solar lights, Rainwater Harvesting (RWH), and conducting Green and Energy Audits, steering eco-friendly projects that focus on sustainable development.

Major challenges include:

- To increase involvement of students and faculty.
- To integrate classroom and field/experiential learning.

- Continuous and sustained tree mapping.
- Estimating carbon-footprint.
- Plant ownership programme.
- Sustained industry involvement.

4. The Practice

We have adopted a scientific approach towards sustenance and optimal utilisation of resources at our disposal, mapping and tagging plants that have pollution scavenging potential, calculating, analysing and reducing carbon footprint. Maitreyi campus has a dense flora of approximately 7000 trees, shrubs, creepers and cacti. To ensure sustainable development, we encourage planting species that can cut off greenhouse gases. Plantation drives are a regular feature. Ongoing efforts towards the landscaping of lawns and gardens which are aesthetically pleasing and also act as a carbon sink for the campus.

Our campus has a no-tolerance policy toward smoking and single-use plastic. The Eco Club Prakriti regularly organises educational excursions, seminars, webinars, competitions and events to sensitise, sustain and strengthen the thrust of the stakeholders towards these initiatives. NSS has organised awareness programmes like 'Save Water Rally' and 'Swachhta Rally'. Initiatives under the UBA have been extended towards cleanliness and conservation of water in the assigned villages. Projects such as *Misbah, Unnayan, Swadhin and Samya* under Enactus, focus on establishing sustainable and eco-friendly ventures and providing employment to women.

Our start-up initiative *Urvara* converts solid and green waste from the canteen and lawns in the campus into 'A' grade manure through fungal decomposition. Another initiative taken is to use only handmade decorations during College events, which are prepared in-house by the students from used or recycled paper.

Since 2018-19, the emission of greenhouse gases in the campus is assessed through carbon foot printing. During May-July 2019, under the Summer Internship Programme of CFR, mapping and name-tagging of various plants present in the campus was initiated. Students have also made a herbarium of trees (deciduous and evergreen) and shrubs growing in the campus and have estimated the pollution tolerance index of these tree species. In February 2020, a three-day workshop on 'Natural Farming' was organised with the purpose to initiate start-ups and start organic farming within college premises.

To replenish the water table, the RWH system is maintained, bore wells are metered to monitor consumption of water and waste-water recycling has been initiated. As part of energy conservation, solar street lights, LEDs, and sensor switches are being installed. Students are encouraged to use the amphitheatre for activities to reduce electricity consumption. Green and Energy audits have been conducted by external agencies and their recommendations are being implemented.

5. Evidence of Success

- Over the past five years, the College has won approximately 45 prizes in the Annual Flower Show of University of Delhi. In 2020-21, the College has also won the Meenakshi Gopinath Cup for the best Herbal Garden.
- Maitreyi College has been recognised as a college with a green campus with approximately 82% of green cover being under tree cover.
- Approximately 193 species have been added in the past years to gardens including Herbal Garden,

Rock Garden and Rose Garden.

- Our dedicated efforts won us the 'Plastic Free College' award in 2018.
- Under the start-up *Urvara*, 1000 kg of compost was prepared during 2019-20, tested for quality, packed and sold to stakeholders.
- A fully functional centralised RO plant has reduced our dependence on bottled water and approximately 4000 litres of waste water generated per day from the RO plant is reused.
- Approximately 74,76,000 litres of rainwater was harvested during 2020-21.
- 30 projects were completed under the Summer Internship Programme (2020-21) on the theme of sustainable agriculture. The International e-conference *Equinox-2021* on the same day was attended by approximately 300 participants.
- *Enactus* Maitreyi has successfully completed three projects and one is currently being pursued.

6. Problems Encountered and Resources Required

- Effective implementation of this practice requires substantial financial support, especially for various plantation drives and campaigns and also for the maintenance of Rock Garden and Herbal Garden. Although there is funding available from the College and NCWEB (Non-Collegiate Women's Education Board) for the majority of events, the means to enhance the availability of funds for further expanding and increasing the scale of initiatives remains a constant challenge.
- Activities and initiatives towards improving environmental conditions as well as environmental conservation primarily involve student volunteers, so the problems of time constraints and balancing the teaching-learning process are constantly encountered.

Best Practice - 2

1. Title of the Practice:

Research and pedagogy: Fostering ethics, critical thinking and reflexivity

2. Objectives of the Practice

Research is an integral part of pedagogy and fosters practices of ethics, critical thinking and reflexivity in every sphere of life. This is the spirit underlying the Centre for Research (CFR). The primary objective is to foster a conducive environment for academic research among undergraduates. It provides research opportunities to students and faculty in terms of funding and infrastructure. It provides training in the basics of research methodology, technical report writing, soft skills and also enables critical thinking. Importantly, it provides a platform for interaction with eminent experts from different universities not only from India but across the globe.

3. The Context

A new Staff Council committee, 'Advisory Committee for Professional Grooming' (ACPG), an initiative of the IQAC was instituted in 2017-18 as per the directives of University of Delhi. The committee was instituted to inculcate a research environment in the College thereby promoting the overall professional growth of students, faculty members and non-teaching staff. Under its aegis, the first *Summer Internship Programme*, SIP 2017-18, was conducted. Considering the huge success of SIP, and the increasing work and diversification of research activities, CFR was constituted to look after research activities, and to promote ethics in research practices and publications.

Major challenges were:

- Steering students and faculty from curriculum-based learning to research-oriented learning.
- Streamlining the process for research training.
- Providing infrastructural facilities for wet laboratory projects.
- Creating a corpus fund for research activities.
- Engaging subject experts from different universities as mentors.

4. The Practice

CFR organises an annual *Summer Internship Programme* (SIP) and an *Annual Research Programme* (ARP). SIP is carried out in the months of May-July. Students under the guidance of faculty carry out two-month projects in the College. An orientation programme is organised for mentors and mentees after the project proposals are invited.

SIP is conducted around a theme of contemporary relevance bringing about a multidisciplinary and intensive engagement with a phenomenon. Proposals invited in the months of March-April are subjected to three-tier evaluation with different sets of subject experts. The projects are selected based on the reviewers' comments. Upon completion, project reports are sent for evaluation to external subject experts. Projects securing more than 80% marks are presented before external jury members in *Avlokan*, the student presentation session. The combined score of reviewers and the external jury is considered for the final results of the competition. SIP provides opportunities to conduct pilot projects in the College that can later be extended to annual projects, carried out either under CFR or with funding from various funding agencies. *ARP* was introduced in 2020. This programme is tailored for those faculty and students who want to actively pursue research throughout the year. CFR also organises *Training workshops* for students and faculty to familiarise the participants with the basics of research methodology and technical report writing. From the year 2021, a one-year *Student Apprenticeship Programme* (SAP) has been initiated. Selected students are trained in event management skills, social media handling, proofreading, soft skills, working with MS word and excel etc.

In the year 2020, CFR launched a multidisciplinary, peer-reviewed, biannual and open access e-journal titled *Vantage: Journal of Thematic Analysis*, each issue of which engages with one theme. It publishes high-quality research papers and does not have any article processing charges. Importantly, it contributes to the production of knowledge through the rigours of research and interdisciplinary dialogue around one theme, cutting across linguistic, social, cultural, institutional and geographical boundaries. It hopes to bring together meaningful research and work done not only in major academic centres but also in lesser-known, remote areas and institutions.

CFR, under the aegis of *Vantage: Journal of Thematic Analysis*, organises an Annual International Conference, *Equinox*. The conference aims to foster and strengthen dialogue around a particular theme each year.

5. Evidence of Success

The success of CFR is evident in the following achievements:

- SIP (2017-2021): 127 research projects involving 386 students were completed; Selected projects were presented in SIP presentation series, named *Avlokan*. 25 papers from research projects were

- published in peer-reviewed journals.
- *Avlokan*: Attended by more than 1500 students.
- ARP (2020): 5 projects involving 25 students were completed.
- Training workshop: 89 students and 23 faculty members were trained.
- SAP (2021): 4 students were trained.
- Equinox-2021: Annual International Conference on *Sustainable Agriculture: Negotiating Tradition and Modernity*: 185 participants registered.
- ISSN for *Vantage: Journal of Thematic Analysis* was obtained within 6 months. All articles are published with DOI.
- An awareness of ethical research practices including plagiarism, intellectual property rights (IPR), and referencing, was generated. This was reflected in curriculum-based learning of students for making assignments, projects, giving presentations etc.
- The rigorous training given by CFR inspired many publications (magazines/bulletin/newsletter) in the College.
- Further, guidelines were framed by the College to ensure that articles are published after a thorough plagiarism check.
- The number of research publications has increased manifold in the past five years.

6. Problems Encountered and Resources Required

The CFR is expanding and diversifying exponentially and there is a notable increase in its activities. An increasing number of students and faculty members are submitting proposals for SIP as well as for ARP which is leading to the accumulation of considerable amounts of data that need to be documented and curated. Further, with the increase in the number of projects every year, there is also a need for generating and managing the funds for these projects. Given this, the following resources are required:

- Separate space for Centre for Research: a space for housing administrative staff and for students and faculty to pursue research work.
- Systematised documentation facility.
- An administrative set-up dedicated exclusively to the Centre.
- Need more infrastructural facilities such as a central facility for instrumentation and a dedicated research laboratory with laboratory staff to enable students to carry out experimental work easily.

File Description	Document
Link for Best practices in the Institutional web site	[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:

The institutional distinctiveness of Maitreyi College is inherent in its distinctive endeavours towards

empowering women by encouraging self-reliance, connecting them with the rich heritage of our country, and making them aware of the opportunities which lie ahead for them and at the same time preparing them for the various challenges of life. The College provides an inclusive and gender-sensitive academic and cultural environment for the same.

As a well-reputed institution of higher education, we educate women students from different social, cultural and economic backgrounds and aim to make them self-aware and empowered. Inclusiveness and gender equity are hence, amongst the important ideals upheld by our college. Here at Maitreyi, we strive to provide equal opportunities to all our students including differently-abled and special-needs individuals. We create streamlined platforms and forums of opportunity for all interested students to pursue their goals and vision in and beyond the classroom. Distinctively, one such endeavour is to make our students self-reliant through self-employment and entrepreneurship during their graduation period. *Meraki*, the Entrepreneurship Cell (E-Cell) of the College, through its different schemes helps students to pursue and develop their talent and identity. It provides them with entrepreneurial start-up support and innovation inclined environment and opportunities for the same. There are multiple projects as start-ups that have been successfully mentored, channelised and supported through the E-Cell of the College for its students. For example, the start-up *Urvara* generates lab-tested grade 'A' compost from canteen waste and plant waste. *Kriti* as a start-up enables students to use their creative skills. This start-up allows students to make paintings and sell them through online national and international exhibitions. These paintings are also, with great pride, used as souvenirs to felicitate our guests and speakers who are invited to the College. *Horizon*, the Placement Cell of the College also strives tirelessly throughout the academic year to create internship and placement opportunities for students in leading companies relevant to their fields, and to train them to be industry ready.

Another unparalleled facet of inclusive self-reliance and empowerment is the Enabling Unit of the college which actively engages itself to organise events, courses and training to substantiate and improve the understanding of issues related to disabilities and the teaching-learning process. As a representative example, in 2018-19, the Enabling Unit organised a one-week interdisciplinary Faculty Development Programme on 'Disability Studies: Perspectives and Emerging Trends' which was also the first FDP in India in the area of disability. The Enabling Unit has also collaborated with the Department of Physical Education of the College to establish *Sashakt Nodal Sports Centre* for PwD (Persons with Disabilities). Under this initiative, wheel-bound players of national and international repute, are provided with an opportunity to practice basketball on the synthetic basketball court of the College, free of cost. The College encourages our students to volunteer to assist them, thereby strengthening our goal to make our students sensitive, responsible and inclusive citizens. The College has collaborated with 'Special Olympic Bharat, Delhi' to hold fitness training camps for athletes with disabilities in the college premises during summer vacations and also runs *Pragati Sports Centre* for Netball practice of women players. Maitreyi is the first college to undertake collaboration and to open its infrastructure to be utilised for the growth and development of the differently abled.

The College conscientiously endeavours to sensitise students about society and societal responsibilities to make them aware, empathetic and empowered individuals. Maitreyi College is a participant of the MHRD project of UBA inspired by the vision of transformational change in rural development processes through collaborative efforts of educational institutions. The College has adopted the five villages of Gautham Budha Nagar namely, 'Jewar Bagar', 'Bhabhokara', 'Maangraoli', 'Thora' and 'Melwa Gopalgarh', and students and faculty are closely involved in the same. The College also provides multiple platforms and opportunities for social outreach programmes to students through NSS that organises various events. 'Navoudit Kids Carnival' is a potential representative effort of the NSS under which an annual carnival is

organised for the underprivileged children in collaboration with the NGO 'Youth for Seva' and the College. Around 1500 children participated in various competitions like clay-making, model-making, dancing, singing etc. in the 'Navoudit Kids Carnival' held in 2019.

Extra-curricular activities are held regularly that ensure a well-rounded growth of students via skill enhancement and personality development. The cultural and academic societies of the College are highly acclaimed amongst the colleges of the University of Delhi and beyond with students participating in and winning numerous international, national and state-level competitions and events. We at Maitreyi, strive to create an environment that allows students to excel not only in academics and research but also enriches them culturally, imbibing in them community and human values.

A deep commitment to promote research aptitude and scientific enquiry is another distinguishing feature of the College. The CFR of the College conducts research projects every year under its SIP where the students conduct research in potential fields and on relevant topics under the guidance and mentorship of our experienced faculty members. There are ARPs that are also undertaken. CFR also publishes its bi-annual, peer reviewed, thematic journal *Vantage: Journal of Thematic Analysis* with ISSN: 2582-7391.

As a college, we strive to overcome challenges, and remove inequities of access in a systematic and resolute manner. The academic year 2020-2021 affirms this steadfast growth of the College. Distinctively, despite the challenging times, the College not only focused on efficiently conducting online classes without any disruption but also collaboratively conducted all other activities and events of the College through online mode, including mental health care and counselling.

We take pride in our achievements and distinctiveness. We continue to define newer goals for the coming years and aim to achieve them through a broader and inclusive vision, and their streamlined implementation.

File Description	Document
Link for appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

- **India Today rankings 2021** have hailed Maitreyi College as having '**made the biggest leap since last year**'. Moreover, Prof. Haritma Chopra (Officiating Principal, Maitreyi College) was one of the **16 Principals to be felicitated** by the University of Delhi for the exceptional performance of their institutions.

- With a view to engaging as well as assisting students in community building and personality development, the College has very **proactive NCC and NSS** units. Our dynamic department of Physical Education has not only won laurels at inter-university, national and international platforms, but also made significant contributions towards extension activities through unique ventures like the country's first '**Sashakt Nodal Sports Center for Disabled**' and '**Pragati Sports Centre for Women**'.

- The teaching faculty at Maitreyi is the foundation on which this edifice has been built. Nurturing and supporting **faculty development** is one of the principle aims of the college. Indeed, many of **our faculty members have distinguished themselves by winning prestigious awards**, ranging from innovative researcher awards to best teacher award.

- **Learner-centred and innovative pedagogy/teaching methods** including continuous classroom evaluation, group work, project work, quiz, oral testing, educational field visits, industrial visits, excursions, exhibitions, internships, debates, seminars, presentations, interactive sessions etc. are deployed to make teaching and learning more effective.

- **Giving students a Voice as well as effective Platforms** through various Forums such as Student Feedback, Union, departmental activities, representation in IQAC, cultural and academic societies, newsletter and magazines etc.

- Regular conduct of **training programmes for non-teaching staff** to facilitate **staff progression**, and equip them with the necessary knowledge and skills.

- **Pioneered** a system of **Summer Internship Programmes (SIP)** in 2018 under the **Advisory Committee for Professional Grooming (ACPG)** to encourage undergraduate students to undertake theme-based research under mentorship of faculty members. Since its inception, the SIP has evolved as the **Centre for Research (CFR) in 2019**. **In 2020**, this was expanded and **Annual Research Projects (ARP)** were initiated. **Over hundred research projects** have been successfully completed. A theme based, **peer reviewed academic journal with ISSN Number titled 'Vantage: Journal of Thematic Analysis'** was also founded. An **international E-conference called Equinox** was organised in 2021.

Concluding Remarks :

Maitreyi College is recognised and celebrated as an eminent constituent college of the University of Delhi. Named after the ancient Vedic scholar, Maitreyi, who when offered a choice between worldly riches and knowledge, chose knowledge. Maitreyi College has sought to embody that same spirit of diligence and

dedication in its faculty and students.

We strive to motivate and empower our students by imparting quality education as well as the values of academic excellence, integrity, accountability, empathy, promotion of social capital, inclusivity, and sustainability. A nurturing environment is provided to all to allow individuals to maximise their unique potential; and become discerning, productive, socially responsible members of society. All the stakeholders - students, faculty, support staff and alumni alike, are committed to work towards satisfying the Vision, Mission, and Objectives of the College.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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:
	Answer After DVV Verification :
	Remark : Input edited as per given data templates , Average percentage of courses that include experiential learning through project work/field work/internship during last five years .
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 : 1817
	Answer after DVV Verification: 1808
	Remark : Input edited as per given data experience of full time teachers should not be less than one year.
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:
	Answer After DVV Verification :
	2.6.3.2. **Number of final year students who appeared for the university examination year-**

1.3.2.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
109	74	57	53	42

1.3.2.1 Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
126	90	73	70	96

2.6.3.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
999	1015	1039	1079	1269

2.6.3.1 Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
999	1015	1039	1079	1232

wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1017	1078	1141	1156	1335

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1017	1078	1141	1156	1297

Remark : Input edited as per given data templates , Average pass percentage of Students during last five years .

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
82	15	50	79	27

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
58	15	44	53	23

Remark : Input edited as per given observation ,Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years .

3.5.1	**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
113	57	24	16	21

Answer After DVV Verification :

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

103	55	24	14	17

Remark : Input edited as per the given observation , Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year .

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
11	8	8	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	7	8	1	1

Remark : Input edited as per the given data template , Number of functional MoU s with institutions, other universities, industries, corporate houses etc. during the last five years .

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
758.76	22.57	25.63	32.36	35.16

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
189.5	179.8	179.69	381.46	204.5

Remark : Input edited as per the given observation , Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs).

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
1027.29	369.25	314.85	304.67	355.39

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1445.78	226.9	191.17	154.48	184.14

Remark : Input edited as per the given observation , 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).

5.1.1

Average percentage of students benefited by scholarships and freeships 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
32	39	31	24	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
32	39	31	24	18

Remark : Input edited as per the given data template , Average percentage of students benefited by scholarships and freeships provided by the Government during last five years .

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 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
224	116	111	59	49

	Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
224	116	123	93	79

Remark : Input edited as per the given observation , Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years .

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
174	93	134	124	139

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
64	38	31	23	19

Remark : Input edited as per the given observation , Average number of sports and cultural events/competitions in which students of the Institution participated during last five years as Events cannot be split into activities. If events held on the same day to be considered as one only. .

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

Answer before DVV Verification : D. 1 Lakhs - 3 Lakhs
Answer After DVV Verification: E. <1 Lakhs

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
126	47	46	22	21

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
364	43	61	23	15

Remark : Input edited as per the given data template , Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years .

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
7.075	14.459	15.684	0.955	0.374

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2.90	11.22	13.2	0.06400	0.010000

Remark : Input edited as per the given observation , Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs) and update by excluding Interest received from scholarship FDR, Registration fee for National Conference, etc., cannot be consider under this metric..

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
556	555	545	545	526

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
557	555	545	545	526

1.2	**Number of programs offered year-wise for last five years**

Answer before DVV Verification:

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

Answer After DVV Verification:

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

2.1 | **Number of students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3475	3212	3214	3158	3662

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3475	3212	3214	3148	3663

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
1017	1016	1030	1078	1240

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1017	1078	1141	1156	1297

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
159	155	158	164	160

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
190	190	161	163	161

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
1027.29	369.25	314.85	304.67	355.39

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
898.81	234.88	200.66	183.05	224.45

4.3	**Number of Computers** Answer before DVV Verification : 1134 Answer after DVV Verification : 1131